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GRAPHIC SPELLER

ORAL AND WRITTEN

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THE SPELLER THE SUBSTRUCTURE OF SCHOOLING

WATSON'S

GRAPHIC SPELLER

ORAL AND WRITTEN

By J. MADISON WATSON

Author of the National and the Independent Readers, Spellers, and Primers; Hand-Book of Gymnastics; Manual of Calisthenics; Tablets, etc.

A. S. BARNES & COMPANY

NEW YORK AND CHICAGO

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PREFACE

QUICKSANDS are too generally the sites, and perishable props the supports, upon which educational edifices are erected. Educators fail to recognize the fact that *Language* is the granite upon which to build, and that the *Spelling-book* is the substructure of schooling. The simple apprehension of facts or relations which constitutes knowledge should be augmented by formulating and using these facts or relations.

Probably the educational period of greatest interest, promise, and peril, is the first seven years of schooling. At its beginning, the intelligent youth of proper age, curious, inquisitive, observant, imitative, and enthusiastic, has no mean vocabulary, no inconsiderable knowledge of surrounding objects. Then it is as needful to provide the right facts for his normal mental growth as to supply fit food for his bodily growth. These facts must be few, simple, interesting, grateful, suggestive, and practical. They should mainly involve the simultaneous use of both mind and body, that they may be wrought into the life. It goes well-nigh without saying that "Things that have to be done should be learned by doing them."

In teaching spelling rightly, the sounds of the letters and their names must be used, the exercises must be both oral and written, and the lessons and methods strictly educational. As FORM is most exercised, and as spelling is essentially a part of *writing*, the learner must devote himself to whatever is most effective in training the eye and the hand to the formation of words *in written characters*.

THE GRAPHIC SPELLER is calculated for the educational period designated, and it is an exponent of the above views. The *Introduction* gives the necessary instruction and exercises in the elements of spelling

and pronunciation, the kinds of words, parts of speech, and lines and figures. The importance of *Slate Work* in connection with *Drawing*, *Writing*, *Sounds*, and *Spelling*, here receives a practical recognition not heretofore accorded it. Complete courses of exercises in the elements of drawing and writing, on a uniform scale, are first given, followed by numerous vignettes, copies for writing and printing, and pages of written exercises, which constitute a progressive, practical, and comprehensive system.

THE VOCABULARY contains more than 6000 of the most useful and desirable words, so graded and classified with regard to topic, use, sound, form, and length, as to add to the beauty of the page and save one third of the space. The Lessons are short and strictly consecutive. They relate to man's body, food, dress, home, life, mind, training, business, physical state, schooling, religion, etc. *Dictation Reviews* are invariably given. They contain essential definitions and discriminations, aptly illustrate the best use of the words, and test the spelling. *Pronunciation* receives unexampled provision. The powers of the letters are taught in the Introduction, ten pages of Slate Work are devoted to special drill, all lists of words are classed with reference to their sounds, and marked letters and accents are used every-where.

LANGUAGE LESSONS are introduced at fit intervals, suited to the progress of the pupil, and consonant with his natural desires and spontaneous efforts. Without needless technicalities, they give a practical knowledge of the parts of speech, phrases, clauses, and sentences, and many of their uses in English composition. They supply observations, facts, and applications which naturally precede the formal study of grammar. The *Appendix* contains the Rules for Spelling, Capital Letters, Punctuation Marks, Abbreviations, and illustrative Dictation Exercises.

That this little book may give a new impulse to the study of our native tongue, and exert salutary disciplinary effects by its congenial exercises, is the wish of the author.

NEW YORK, *September*, 1884.

To Instructors

CHEERFULNESS should characterize all the exercises of this book. Means fit, opportune, and ample, are supplied to encourage, direct, and satisfy the natural desire of youth to draw, write, and compose; and to train the eye, the hand, the organs of speech, and the voice, in pronunciation and spelling. The lessons are consecutive, progressive, and sufficiently short, if wisely used, to avoid even the symptoms of weariness.

THE INTRODUCTION is not designed to be learned wholly by rote, nor for consecutive use. The instruction and the exercises *at first* should be chiefly oral; and a practical knowledge of the facts, from the body of the book, should precede or accompany the rules. Special suggestions for Drawing and Writing will be found on pages 24 and 30.

IN CLASS RECITATION remember that *telling is not training*. And still as few pupils know how to study to advantage, give the necessary aid, daily in advance, and teach them how to instruct themselves. Many exercises may be made amusing, and all interesting. *Pronunciation* is the first exercise of spelling. Pupils who can write should copy the words of the lesson and pronounce and spell them from the copy: all others should read and spell the words from the book.

IN ORAL SPELLING, the teacher should pronounce the words *correctly*, without regard to their orthography; and pupils, in general, should merely name the letters of words, make a marked pause at the end of each syllable, and imitate the teacher in their pronunciation. Pupils who misspell words should be required to write them on the blackboard, as misspelled, and to correct them *in writing*, before the class. All should be trained daily in spelling by the powers of the letters, and in the use of diacritical marks.

DICTATION REVIEWS.—After pupils have pronounced the words in the columns, and spelled them *orally*, they will *read* the corresponding *Dictation Reviews* with great care, thus testing their pronunciation and recalling their attention to the *form* of the words. The teacher will read the sentences slowly and distinctly, while the pupils write them. Blackboard exercises are preferred for class use. When slates are used, they may be expeditiously examined by requiring pupils to exchange, so that each one shall become the inspector of his neighbor's work, while the teacher spells the several words. A record of the words misspelled or mispronounced should be kept by the pupils, for reviews and special drill. Plain and inexpensive blank books, of good material and moderate size, are preferable for this purpose.

THE LANGUAGE LESSONS add greatly to the interest and practical value of the speller. They are designed mainly for readings, oral instruction, and slate and blackboard work. Their success must depend chiefly upon the intelligence, tact, and enthusiasm of the teacher. Special suggestions accompany the exercises. Though the *Appendix* should be mastered at no distant day, *at first* it should be used only as needed in the daily lessons. The instructor should exercise a constant and wise supervision, encourage the pupils to do their own work, and only give the needed aid.

LET IT BE NOTED that pages 51, 53, 55, 57, and 59 should be used only for Reading Lessons, until pupils master the 20 pages of writing commencing on page 31, when they also should be used for general *Exercises in Writing;* that *all columns of words should be read down;* and that teaching the lessons generally in the exact order of the book will insure the most satisfactory results in systematic word training. Though adapted to precede "Watson's Complete Speller," and a fit introduction to all the higher spelling-books, this work is not simply a primary speller. It supplies a course of graded lessons in drawing and writing, and in English pronunciation, spelling, and composition, adequate for the brief schooling of the numerous youth who engage in business at an early age.

ORTHOGRAPHY treats of the sounds and letters of speech, and their correct use in pronunciation and spelling.

2. **Good Pronunciation** is such an easy and clear way of speaking words as gives their correct sounds, syllables, and accent.

3. **Good Spelling** is the act of writing or naming the (thŭ) right letters of words.[1]

---

[1] **Definitions How Taught.** For young children, the teacher will first read the beginning, printed in the leading type, and the pupil will then give the full definition, after which the teacher will give the concluding portion and the pupil the beginning; as, *Teacher*, **Good Spelling**—*Pupil*, **Good Spelling** is the act of writing or naming the right letters of words. *Teacher*, The act of writing or naming the right letters of words is—*Pupil*, **Good Spelling.**

I. SOUNDS AND LETTERS.

1. DEFINITIONS.

ORAL ELEMENTS are the sounds of words. A sound of speech is called an ōral element.

2. **Oral Elements are divided** into three classes: eighteen Tonics, fifteen Subtonics, and ten Atonics.

3. **Tonics** are the pure tones of the voice.

4. **Subtonics** are the modified tones of the voice.

5. **Atonics** are the breathing sounds of words.

6. **Oral Elements are made** by the voice, the breath, and thē orgăns of speech.

7. **The Chief Organs of Speech** are the lips, the teeth, the tŏng*ue* and the palate.

8. **Letters** are the characters used to represent or modify thē ōral elements.

9. **Letters are Classed** as vowels and consonants, and as labials, dentals, lĭngŭals, and palatals.

10. **Vowels** are the letters that represent the tonics. They are *a*, *e*, *i*, *o*, *u*, and sometimes *y*.

11. **A Diphthong** is the union of two vowels in a syllable; as, ou in our, *ai* in s*ai*d (sĕd).

12. **A Triphthong** iṣ the union of three vowelṣ in å syllable; aṣ, *eau* in b*eau* (bō).

13. **Consonants** are the letterṣ that repreṣent the subtonies and atonies. They are all the letterṣ of thē alphabet, except the vowelṣ, and the six combined letterṣ ch, sh, wh, ng, th subtonie, and th åtonie.

14. **Labials** are the letterṣ whoṣe ōral elements are chiefly formed by the lips.

15. **Dentals** are the letterṣ whoṣe ōral elements are chiefly formed by the teeth.

16. **Linguals** are the letterṣ whoṣe ōral elements are chiefly formed by the tongue.

17. **Palatals** are the letterṣ whoṣe ōral elements are chiefly formed by the palate.

18. **Alphabetic Equivalents** are letterṣ that repreṣent the same oral elements. Thus ạ in wạd iṣ an alphabetie equivalent of ŏ in ŏn; ô in hôrse, of ạ in ạll; and o͝o in fo͝ot, of ụ in bụsh.

2. ORAL ELEMENTS.

FIRST one pupil will read a line of the Table and speak thē ōral element after each word, aş, āle, ă; āte, ā; then the class will read the same together. They will learn to utter thē ōral elements in due order.

I. TABLE OF TONICS.

1.	ā,	in	āl*e*,	āt*e*.	*10.*	ī,	in	īç*e*,	ī*re*.
2.	ă,	"	ăt,	ăs*h*.	*11.*	ĭ,	"	ĭl*l*,	ĭn̰k.
3.	ä,	"	ärt,	ärk.	*12.*	ō,	"	ōld,	ō*re*.
4.	ą,	"	ą*ll*,	tą*ll*.	*13.*	ŏ,	"	ŏ*n*,	lŏt.
5.	â,	"	bâr*e*,	eâr*e*.[1]	*14.*	ǫ,	"	dǫ,	tǫ.
6.	å,	"	ånt,	åsk.[2]	*15.*	ū,	"	lūt*e*,	tūb*e*.
7.	ē,	"	hē,	wē.	*16.*	ŭ,	"	ŭp,	tŭb.
8.	ĕ,	"	ĕn*d*,	ĕl*l*.	*17.*	ụ,	"	fụl*l*,	pụl*l*.
9.	ē,	"	ēr*r*,	hēr.[3]	*18.*	ou,	"	out,	loud.

II. TABLE OF SUBTONICS.

1.	*b*,	in	*bib*,	*bob*.	*9.*	*r*,	in	*r*ib,	ea*r*.
2.	*d*,	"	*did*,	*dad*.	*10.*	th,	"	thy,	with.
3.	ğ,	"	ğiğ,	ğağ.	*11.*	*v*,	"	*v*at,	*v*ale.
4.	*j*,	"	*j*uğ,	*j*oy.	*12.*	*w*,	"	*w*ill,	*w*ell.
5.	*l*,	"	*l*oll,	*l*ull.	*13.*	*y*,	"	*y*et,	*y*es.
6.	*m*,	"	*m*am,	*m*um.	*14.*	*z*,	"	*z*est,	ğa*z*e.
7.	*n*,	"	*N*an,	*n*un.	*15.*	*zh*,	"	ăzure,	usual.
8.	ng,	"	lung,	sing.					

[1] **The Fifth Sound of A** [â] may easily be produced by trying to make its *first* or *alphabetic* sound with the lips placed nearly together and held firmly against the teeth.

[2] **A Sixth Sound** [å] is its *second* sound, made twice as long and slightly softened.

[3] **E Third Sound** [ē] is its *second* sound, made twice as long and slightly softened.

III. TABLE OF ATONICS.

1.	*f*,	in *fan*,	*fife.*	*6.*	*t*,	in *tart*,	*tent.*
2.	*h*,	" *hill*,	*hint.*	*7.*	th,	" *thin*,	*bath.*
3.	*k*,	" *kick*,	*kink.*	*8.*	ch,	" *chin*,	*rich.*
4.	*p*,	" *pop*,	*pipe.*	*9.*	sh,	" *shot*,	*dish.*
5.	*s*,	" *siss*,	*sense.*	*10.*	wh,	" *whip*,	*what.*[1]

3. ALPHABETIC EQUIVALENTS.

RECITE or read this Table as follows: The Alphabetic Equivalents for A first power [here the student will utter the ō̇ral element four times] ā, ā, ā, ā, are *ai*, *au*, *ay*, *e*, *ea*, *ee*, *ei*, *ey*; as, *gain*, *gauge*, *stray*, *melee*, *great*, *vein*, *they*.

I. TONIC ELEMENTS.

For ā, *ai*, *au*, *ay*, *e*, *ea*, *ee*, *ei*, *ey*; as in *gain*, *gauge*, *stray*, *melee'*, *great*, *vein*, *they*.

For ă, *ai*, *ua*; as in *plaid*, *guaranty*.

For ä, *au*, *e*, *ea*, *ua*; as in *haunt*, *sergeant*, *heart*, *guard*.

For a, *au*, *aw*, *eo*, *o*, *oa*, *ou*; as in *fault*, *hawk*, *George*, *cork*, *broad*, *bought*.

For â, *aa*, *ai*, *e*, *ea*, *ei*; as in *Aaron*, *air*, *there*, *wear*, *heir*.

For ē, *ea*, *ee*, *ei*, *eo*, *ey*, ī, *ie*; as in *read*, *deep*, *ceil*, *people*, *key*, *valise*, *field*.

For ĕ, *a*, *ai*, *ay*, *ea*, *ei*, *eo*, *ie*, *u*, *ue*; as in *any*, *said*, *says*, *head*, *heifer*, *leopard*, *friend*, *bury*, *guess*.

For ẽ, *ea*, ĭ, *o*, *ou*, û, *ue*, *y*; as in *earth*, *girl*, *word*, *scourge*, *burn*, *guerdon*, *myrrh*.

[1] **The Sound of Wh** may be made by blowing from the center of the mouth—first projecting and compressing the lips, and then suddenly relaxing them while the air is escaping.

For ī, *ai, ei, eye, ie, oi, ui, uy, y, ye;* aṣ in *ai*sle, sl*ei*ght, *eye*, d*ie*, c*hoir*, ḡ*ui*de, b*uy*, m*y*, r*ye*.

For ĭ, *ai, e, ee, ie, o, oi, u, ui*, ў; aṣ in c*apt*ain, pr*e*tty, b*ee*n, s*ie*ve, w*o*men, tôrt*oi*se, b*u*sṣў, b*ui*lt.

For ō, *au, eau, eo, ew, oa, oe, oo, ou, ow;* aṣ in h*au*tboy, b*eau*, y*eo*man, s*ew*, *eo*al, f*oe*, d*oo*r, s*ou*l, bl*ow*.

For ŏ, ạ, *ou, ow;* aṣ in wh*a*t, h*ou*gh, kn*ow*ledġe.

For o͝o, *ew, oe*, o͝o, *ou*, u͝, *ui;* aṣ in ḡ*rew*, *sh*oe, spo͝on, *sou*p, ru͝de, fr*ui*t.

For ū, *eau, eu, ew, ieu, iew, ue, ui;* aṣ in b*eau*ty, f*eu*d, n*ew*, *à*d*ieu*, v*iew*, h*ue*, j*ui*çe.

For ŭ, ȯ, *oe, oo, ou;* aṣ in lȯve, d*oe*ṣ, bl*oo*d, y*ou*ng.

For u͝, o͝, ŏo͝, *ou;* aṣ in wo͝lf, bŏo͝k, *ou*ld.

For o͞u, o͞w; aṣ in no͞w.

For oi (ạĭ) ôў; aṣ in bôў.

II. SUBTONICS AND ATONICS.

For f, *gh, ph;* aṣ in e*ô*u*gh*, nym*ph*.

For j, ġ; aṣ in ġem, ġin.

For k, c, *ch, gh, q;* aṣ in cat, cŏn*ch*, lŏu*gh*, eti*q*uette.

For s, ç; aṣ in çell.

For t, *d, th, phth;* aṣ in dançe*d*, *Th*ameṣ (tĕmz), *phth*iṣic.

For v, *f, ph;* aṣ in o*f*, Ste*ph*en.

For y, *i;* aṣ in pin*i*on.

For z, *c*, ṣ, *x;* aṣ in suffi*c*e, roṣe, *x*ebec.

For zh, *g, s;* aṣ in ru͞u*g*e, o*s*ier.

For ng, n̲; aṣ in an̲ger, ban̲k.

For ch, *t;* aṣ in fus*t*ian.

For sh, *c, çh, s, ss, t;* aṣ in ocean, *çh*aiṣe, ṣu͞re, a*ss*ure, mar*t*ial.

II. SYLLABLES.

DEFINITIONS.

A SYLLABLE is a word, or part of a word, spoken by one impulse of the voice; as, eat, meat; arm, harm, harm-ful, harm-less-ly.

2. **A Monosyllable** is a word of one syllable; as, bird, tree, boy, ground.

3. **A Dissyllable** is a word of two syllables; as, black-bird, tree-frog, boyish, groundless.

4. **A Trisyllable** is a word of three syllables; as, but-ter-fly, po-ta-to.

5. **A Polysyllable** is a word of four or more syllables; as, eat-er-pil-lar, huck-le-ber-ry.

6. **The Number of Syllables** of some words is not the same when spoken, as in print or writing. For example, the monosyllable *prism* can be spoken only as a dissyllable [priz'm], the sound of *m* here requiring a separate impulse of the voice.

7. **Read the Exercises** with care, and tell the number of syllables in each word as spoken and written.

EXERCISES IN SYLLABLES.

1. He could utter all the elementary sounds, or oral elements, correctly. Infallible spellers are rare.

2. A repository or storehouse of grain after it is thrashed, is called a granary. A corn-house is for maize.

3. Cinderella ran trippingly out of the palace.

4. Teaching children things useful, beautiful, and enjoyable, is learning most satisfactorily ourselves.

5. A frightful chasm, a dangerous opening in the big rocks, stopped the impetuous speed of the horsemen.

III. ACCENT.

DEFINITIONS.

ACCENT is the greater force given to one or more syllables when speaking a word. It is both *primary* and *secondary*.

2. **Primary Accent** is the chief accent of a word; as PO, in PO*ny*; CA, in *ed-u*-CA-*tion*.

3. **Secondary Accent** is the lesser accent given in some trisyllables and polysyllables; as, *un*, in *un*-der-STAND; *mon*, in *mon*-o-SYL-la-ble.

4. **The Mark of Acute Accent** ['], *heavy*, is used to show the place of *primary* accent; ['], *light*, *secondary* accent; as, rob'in, vi'o-lin'.

5. **The Mark of Grave Accent** [`] is used to show that the vowel forms a separate syllable; as, A learnèd man; a wingèd thing.

6. **In these Exercises,** tell the number of syllables in the words, the syllables which have the accent, and the kind of accent.

EXERCISES IN ACCENT.

1. Our cook has cin'na-mon, mo-las'ses, and tap'i-o'ca.

2. The gro'cer sold roots, cab'bage, and cau'li-flow'er.

3. My agèd aunt had spruce, gin'ger, sas'sa-fras, pep'per-mint, pen'ny-roy'al, and sar'sa-pa-ril'la, in her root beer.

IV. WORDS.

1. DEFINITIONS.

A WORD is one or more oral elements or letters, used to represent an idea; as, măn, do.

2. **Words are Divided** into primitive, derivative, simple, and compound.

3. **A Primitive Word** is not derived, but it is one from which other words are formed; as, do, man.

4. **A Derivative Word** is formed of a primitive and one or more syllables; as, do*ing*, *un*man*ly*.

5. **A Simple Word** is one that can not be divided without destroying the sense; as, a, the, book.

6. **A Compound Word** is formed by two or more words; as, inkstand, tree-frog, ear-ring.

EXERCISES IN WORDS.

1. Say *kipskins and calfskins,* not *kip and calfskins.*

2. You must not write separately the words *blue bird, red top, ice man, glass house, first born,* if you mean *bluebird, redtop, ice-man, glass-house, first-born.*

2. ANALYSIS OF WORDS.

THE ANALYSIS OF WORDS is their division into the parts of which they are formed, including ōral elements, letters, syllables, and accent. A letter which does not stand for an ōral element in a word is called *silent;* as, *b* in thum*b*; *h* in *h*onor.

EXERCISES IN ANALYSIS.

1. **Analyze Mat.**—The word *Măt* is a primitive monosyllable. As *spoken,* it is formed of *three* ōral elements; măt—mat. [Here the pupil will utter the *three* ōral elements separately, and then pronounce the word.] The *first* is a modified tone; hence, a subtonic. The *second* is a pure tone; hence, a tonic. The *third* is a breathing; hence, an ătŏnic.

The word *Mat,* as *written,* is represented by the letters m a t. *M* represents a subtonic; hence, a consonant. Its ōral element is chiefly formed by the nose and the lips; hence, a nasal-labial. *A* represents a tonic; hence, a vowel. *T* represents an ătŏnic; hence, a consonant. Its ōral element is chiefly formed by the tongue; hence, a lingual.

2. **Analyze Icy.**—The word *Içy* is a derivative dissyllable, accented on its *first* syllable. It is formed from the primitive word *içe* and the vowel *y.* As *spoken,* it is formed of *three* ōral elements; ī'sĭ—içy. The *first* is a pure tone; hence, a tonic. The *second* is a breathing; hence, an ătŏnic. The *third* is a pure tone; hence, a tonic.

The word *Icy,* as *written,* is represented by the letters i c y. *I* represents a tonic; hence a vowel. *C* represents an ătŏnic; hence, a consonant. It represents thē ōral elements of *s*; hence, an alphabetic equivalent of *s*. *Y* represents a tonic;

hençe, à vowel. It represents the *second* ōral element of *i*; hençe, an alphabetic equivalent of *i*.

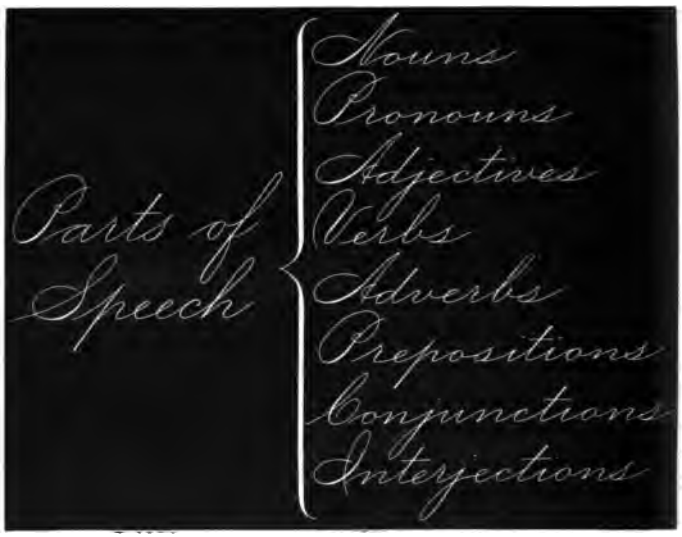
3. **Analyze Out-of-door.**—The word *Out-of-door* is a compound trisyllable, having secondary accent on its *first* syllable and primary accent on its *third*. It is formed from the three simple words *out, of,* and *door*. As *spoken,* it is formed of *seven* ōral elements; ou t'-ŏ v-d ō r'—out-of-door. The *first* is a pure tone; hençe, à tonic. The *second* is a breathing; hençe, an àtŏnic. The *third* is a pure tone; hençe, à tonic. The *fourth* is a modified tone; hençe, à subtonic. The *fifth* is a modified tone; hençe, à subtonic. The *sixth* is a pure tone; hençe, à tonic. The *seventh* is a modified tone; hençe, à subtonic.

The word *Out-of-door,* as *written,* is represented by the letters o u t - o f - d o o r. Ou is the union of two vowels in a syllable; hençe, à diphthong. *T* represents an àtŏnic; hençe, à consonant. Its ōral element is chiefly formed by the tongue; hençe, à lingual. *O* represents à tonic; hençe, à vowel. *F* represents à subtonic; hençe, à consonant. It represents the ōral element of *v*; hençe, an alphabetic equivalent of *v*. *D* represents à subtonic; hençe, à consonant. Its ōral element is chiefly formed by the tongue; hençe, à lingual. *Oo* is the union of two vowels in a syllable; hençe, à diphthong. *B* represents à subtonic; hençe, à consonant. Its ōral element is chiefly formed by the tongue; hençe, à lingual.

V. PARTS OF SPEECH.

PARTS OF SPEECH are the classes or kinds of words used in speaking and writing correctly. All correct speech is made by putting them together

properly. The eight parts of speech are Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.



2. **A Noun** is a name. Any word used as a name is a noun; as, Lucy, tree, man, America.

3. **A Common Noun** is a name common to all persons or things of the same kind; as, boy, girl, town, horse.

4. **A Proper Noun** is a name given to mark one person or thing of the same kind; as, John, Rome.

5. **A Pronoun** is a word used for a noun; as, Frank and Grace had a sled, and *he* drew *her* on *it*.

6. **An Adjective** is a word used to modify a noun or a pronoun; as, *This good* man aids *six poor* boys. We are *glad*.

7. **Capital Letters** should begin all proper nouns and adjectives formed from them; as, James and Kate wear French boots.

8. **A Verb** is a word that asserts or tells some thing; as, Children *laugh*. Love *is*. Truth *lives*. It *could have been learned*.

9. **An Adverb** is a word used to modify any word except a noun or a pronoun; as, Ida *stands* THERE. She *sings* SWEETLY. Amos swam ALMOST *across the river*. *Adverbs* usually affect *verbs*, hence the name.

10. **A Preposition** is a word placed before a noun or pronoun, forming with it a modifying phrase; as, Are the children IN *school?* They run UP *a hill*.

11. **A Conjunction** is a word used to connect words, phrases, clauses, or sentences; as, *James* AND *Amy* sing. Vote *for him* OR *against him*. I bet *after the horses ran*, BUT *before the result was known*. *The wolf ran* AND *the hound pursued him*.

12. **An Interjection** is a *free word*, that is, one that does not connect with other words in thought. It is used to show pain, joy, surprise, or other strong or sudden feeling; as, O! Ah! Ha! Alas! Tut! Hurrah!

13. **A Sentence** is a set of words that make complete sense. It tells, asks, or commands some thing; as, Doves coo. Do hens coo? Study your lessons.

14. **The Subject of a Sentence** is what is spoken about. It is always a noun, or some word or words equal to a noun; as, *Man* thinks. *He* talks. *To be* satisfies him.

15. **The Predicate of a Sentence** is what is said about the subject; as, Baby *sleeps*. It *can walk*.

16. **Person** iş the form of å noun or pronoun which marks the speaker, the one spoken to, or the one spoken of. The First Person marks the speaker; the Second Person, the hearer; and the Third Person, the one spoken of; aş, *I* charge *you* to greet *him.*

17. **Number** iş the form of å noun or pronoun which marks *one* or *more.* The Singular Number marks *one* person or thing; the Plural Number, *two* or *more;* aş, *man, post, he, it; men, posts, they.*

18. **Case** iş the form of å noun or pronoun which marks its office in the sentençe. The Nominative Case marks thē office aş subject; the Possessive Case, aş possessor or owner; and thē Objective Case, aş thē object of å verb or prepoşition; aş, *We* beat *him* for *them,* in *Smith's* field.

19. **A Phrase** iş å set of words with å meaning but not å real thought; aş, *At night. Singing sweetly.*

20. **A Clause** iş å part of å sentençe having å subject and å predicate, but not expressing å complete thought; aş, I sung *while he danced. Why he was so angry* does not appear.

VI. DRAWING.

LINES AND FIGURES.

A LINE iş that which haş length but not breadth or thickness. It iş thē outer limit of å figure.

2. **A Point** iş that which haş nēither length, breadth, nor thickness, but plaçe ōnly. It iş thē end of å line.

3. **A Figure** iş the form or outline of anything, or that which repreşents the form.

4. **A Plane Figure** is a part of a plane bounded by either straight or curved lines.

5. **Surface** is space inclosed by lines, having length and breadth but not thickness.

6. **A Solid** is space inclosed by surfaces, having length, breadth and thickness.

7. **A Straight Line** is the shortest one between two points.

8. **A Curve Line** is one that changes its course at every point.

9. **A Vertical Line** is an upright straight line.

10. **A Horizontal Line** is a level straight line.

11. **An Oblique Line** is a slanting straight line. Falling on another line, its angles are not right angles.

12. **Parallel Lines** are lines extended in the same direction and in all parts equally distant.

13. **An Angle** is the difference of direction of two straight lines inclining to a point.

14. **A Right Angle** is one of four equal angles made by the crossing of two straight lines. It is an angle of 90°.

15. **An Acute Angle** is a sharp angle, being less than a right angle.

16. **An Obtuse Angle** is a blunt angle, being greater than a right angle.

17. **A Triangle** is a figure bounded by three lines and having three angles.

18. **A Right-angled Triangle** is a triangle having a right angle.

19. **An Acute-angled Triangle** is one having three acute angles.

20. **An Obtuse-angled Triangle** iṣ one having an obtuse aṇgle.

21. **A Square** iṣ á fiḡure having four straight equal sideṣ and four right aṇgleṣ.

22. **A Regular Octagon** iṣ á fiḡure having eight straight equal sideṣ and eight equal aṇgleṣ.

23. **An Oblong** iṣ á fiḡure loṇger than it iṣ broad, having four straight sideṣ and four right aṇgleṣ.

24. **A Circle** iṣ á plane fiḡure, bounded by á siṇgle curve line which iṣ equally distant from á point within ealled the çenter.

25. **The Circumference of a Circle** iṣ the line that boundṣ it.

26. **The Diameter of a Circle** iṣ á straight line drawn throṵgh its çenter to oppoṣite points in its çirċumferençe.

27. **The Radius of a Circle** iṣ the distançe from its çenter to the çirċumferençe.

28. **An Arc** iṣ any part of á ċurve.

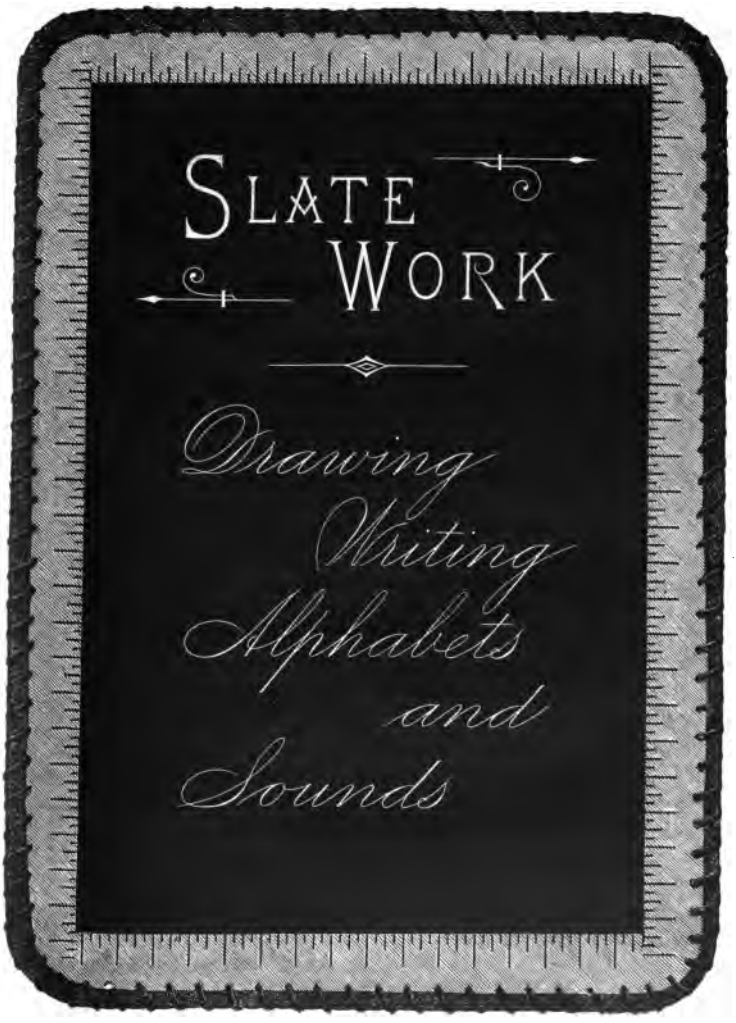
29. **A Chord** iṣ á straight line ċonneċting the endṣ of an arċ.

30. **A Quadrant** iṣ the spaçe inċloṣed by á quarter of the çirċumferençe and two radii of á çirċle.

31. **A Semicircle** iṣ half á çirċle.

32. **An Ellipse** iṣ á fiḡure loṇger than it iṣ broad and bounded by á reḡular ċurve.

33. **An Oval** iṣ á plane fiḡure having the ṣhape of an eḡg aṣ seen lengṫhwiṣe.


SLATE WORK
Drawing
Writing
Alphabets
and
Sounds

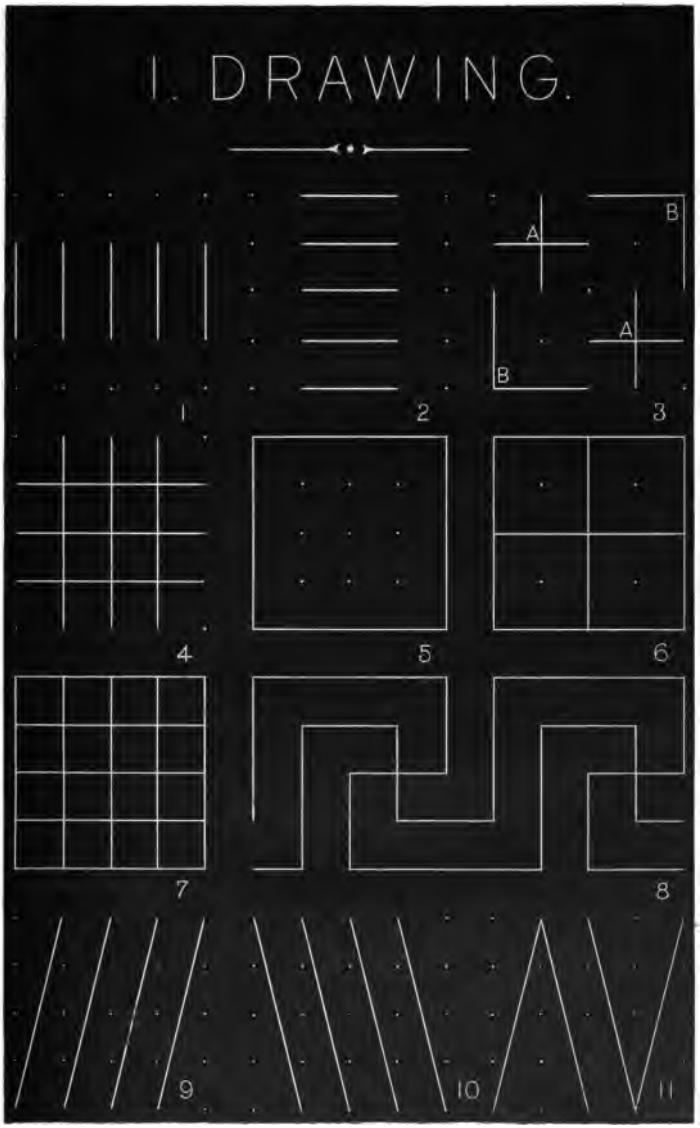
To Instructors

SLATE-WORK here begins with *Drawing*, owing to its importance as an element of education, the gratification it affords learners, and its intimate connection with *writing*, which should commence at the same time. With beginners, the chief attention must be given to oral exercises and spelling, commencing on page 50. At first, give preparatory aid on every exercise.

MATERIALS FOR SLATE WORK are ample, excellent, and cheap. Noiseless slates, with inches and their parts stamped on the frames, and dotted slates are desirable for beginners, though plain slates of good quality will suffice. Pencils should be *long*, *well sharpened*, and *soft*. Rules marked with inches, and with halves, quarters, and eighths of inches, may be used at first to locate the guide dots and lines, and applied as tests merely. Each pupil should be supplied with a sponge or slate-rag. *The Unit of Measure* for the exercises in drawing and writing, to page 41, is *one-fourth* of an inch. For blackboard instruction and exercises, one inch is a desirable unit of measure.

FIELD OF DOTS. Begin at the upper left-hand corner of the slate and make five lines of *small* guide dots, from left to right, one-fourth inch apart, as on the opposite page, measuring with the eye or a rule. Increase the field of dots only as needed. Use no rule for the drawings. Copy and *master* each drawing in order, as numbered. Excepting Nos. 8, 21, 22, 29, 31, 32, 42, and 43, the field for each drawing of the first 4 pp. is one square inch. Fill the field, as in the copy, and skip one space and repeat till the result is satisfactory. In drawing, place the pencil point on the commencing dot, look at the dot to be reached, and draw firmly from one to the other. Leave all vacant dots and blanks, as in copy.

CONSTRUCTION AND DEFINITIONS. Aid pupils to understand the development of the system, mainly by stimulating questions, showing, for example, that Nos. 3 and 4, p. 25, are formed from Nos. 1 and 2; No. 5 from B and B of No. 3; No. 7, from Nos. 4 and 5: that Nos. 11, 12, 13, and 14 show acute, obtuse, and right, angles and triangles: that No. 17 contains 6 crosses and 34 right angles; that guide lines aid in forming the octagon, No. 20: that in No. 33, are quadrants; in Nos. 34 and 35, semicircles; in Nos. 39 and 40, ellipses; that No. 30 is formed from No 29; No. 37, from Nos. 5, 31, and 36; No. 43, from No 41 and straight lines, and the ornamental band, from half circles, etc. *The Definitions*, p. 20, should be read, studied, and learned in connection with the drawings which illustrate them. Use *guide lines* for the 10 drawings of p. 29. The *Vignettes of the Alphabets*, and all *Ornamental Headings* are designed for general exercises in drawing.


I. DRAWING.
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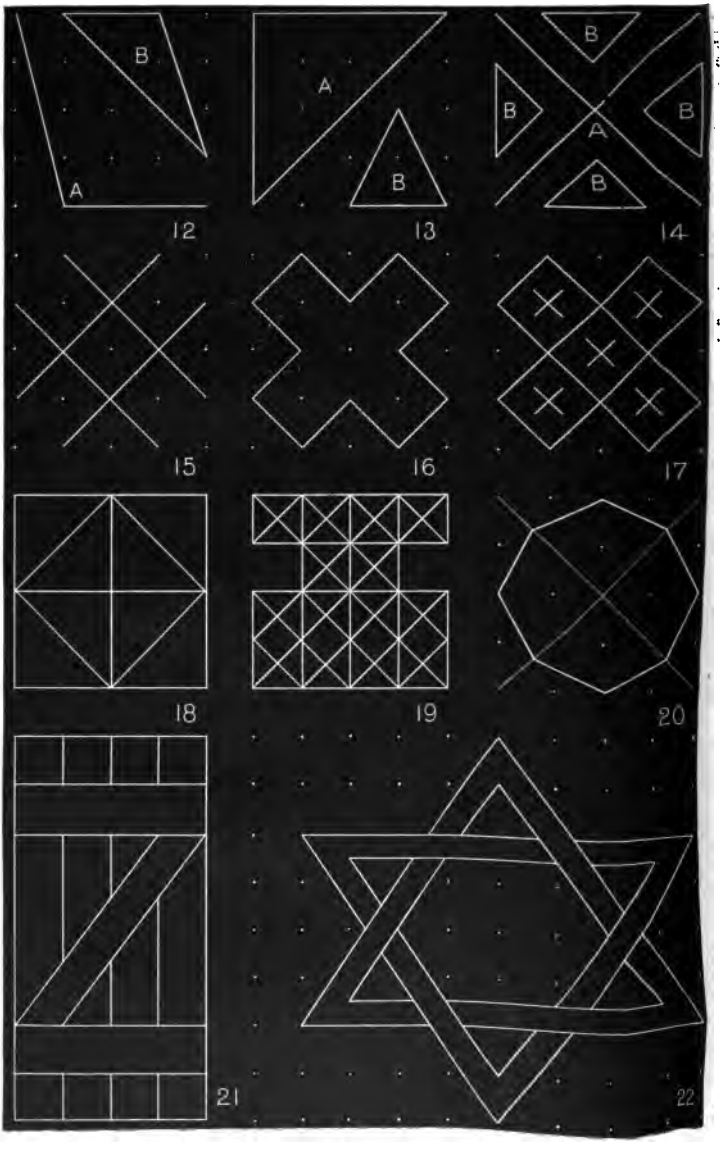
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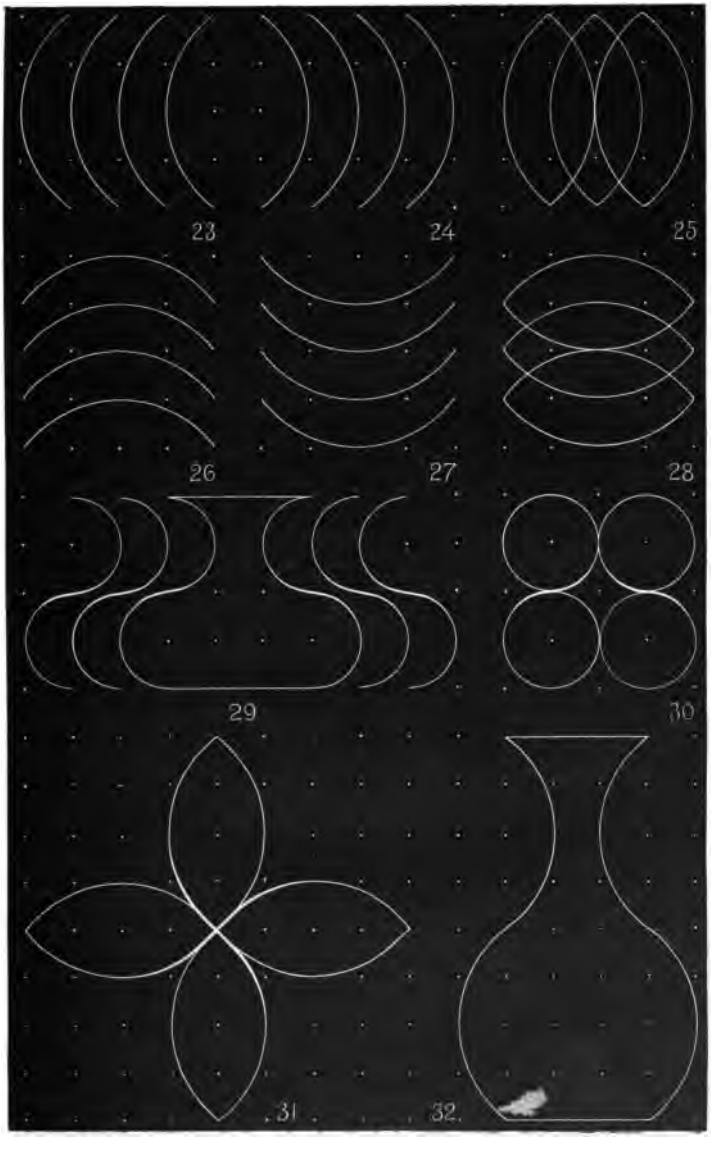
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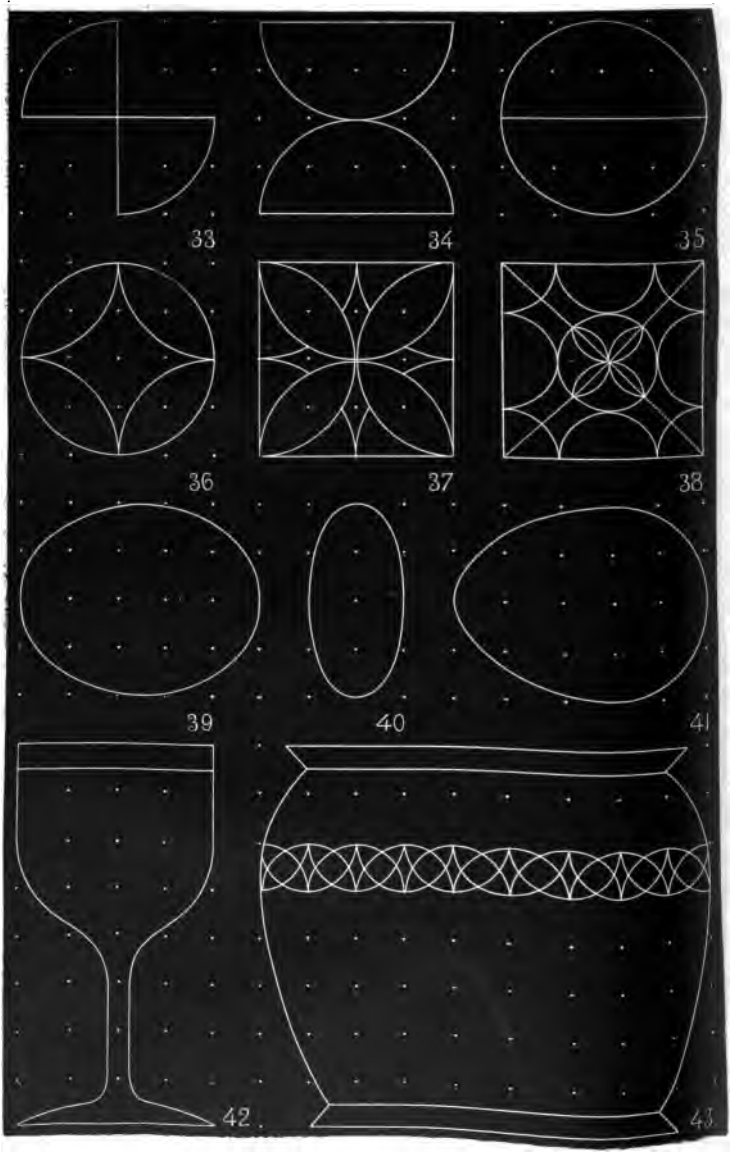
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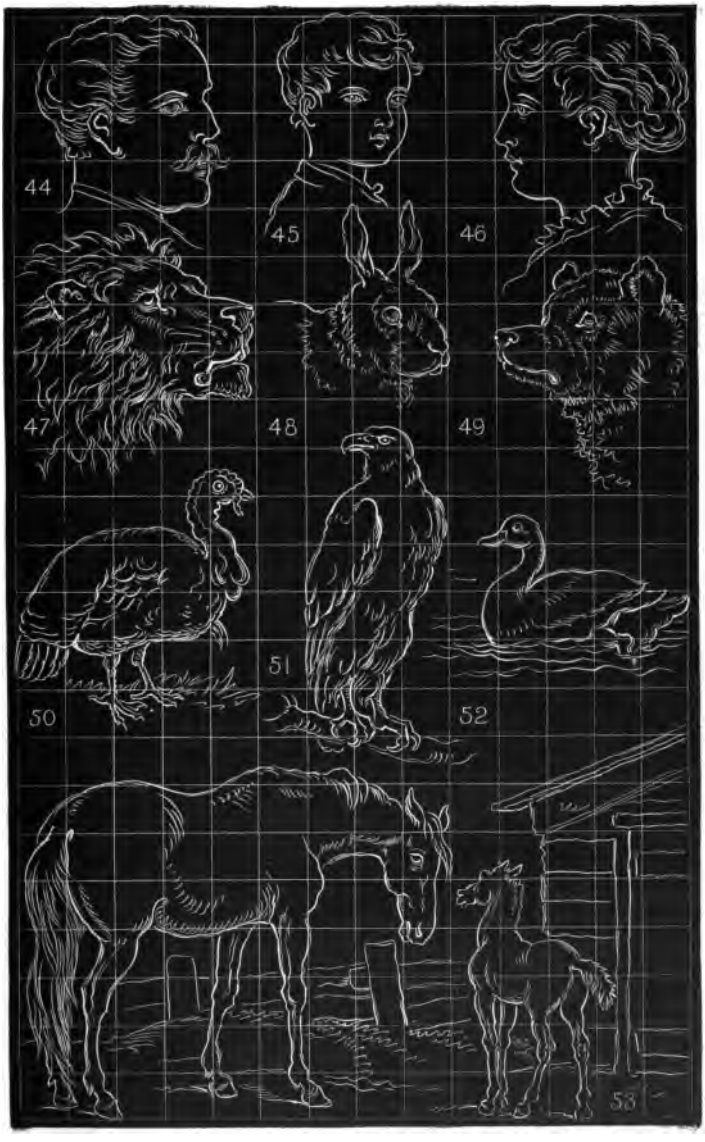
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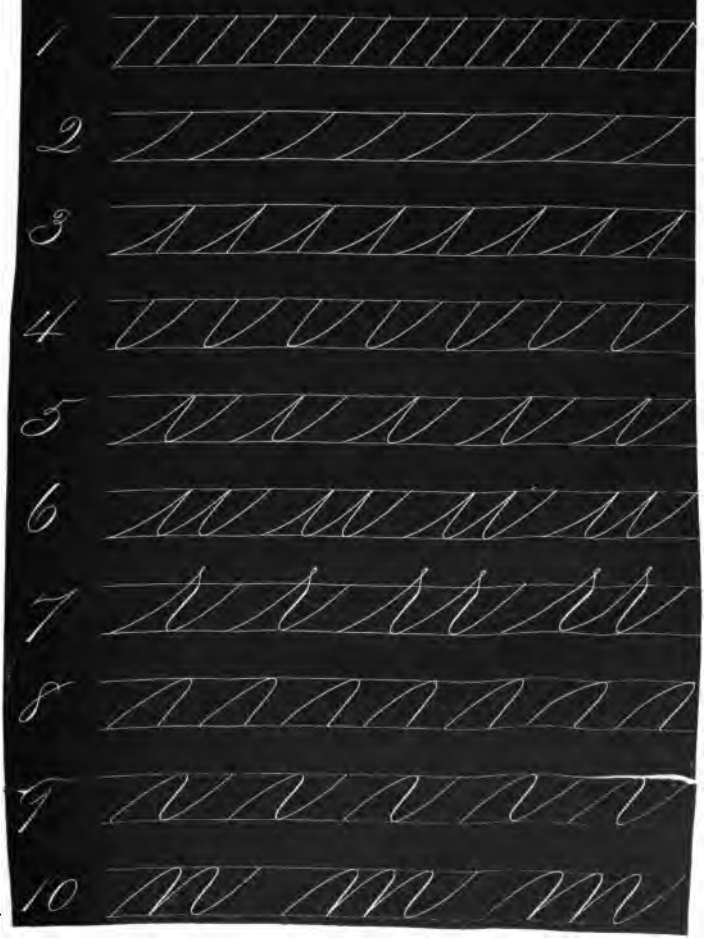
WRITING is one of the most beautiful, and probably the most usefi of the arts. In modern teaching it is intimately connected with the mental exercises of the schooling period. The *style* of the fo lowing copies, as a basis of chirography, is almost universally approved, and it in general use in American schools. The *Unit of Measure* of the first 68 copi is *one-fourth* of an inch; of the Alphabets, p. 41, *one-eighth* of an inch; and the pages of writing connected with the Sounds, in which guide lines are di pensed with, *one-tenth* of an inch.

CLASS EXERCISE AND INSTRUCTION. Opportunity is here afforded for ind vidual effort and the improvement of the odds and ends of time. *In class Exe cises* let all work together, do the same thing at the same time, and master eac copy in order as numbered. Aid pupils to understand the development of th system, mainly by stimulating questions, showing for example that, of the el mental exercises which commence on the following page, No. 3 is formed fro Nos. 2 and 1; that Nos. 4 (found in *a*, *b*, *d*, *i*, *k*, *l*, *r*, *t*, *u*, *w*), 5, and 6 are forme from Nos. 1, 2, and a connecting lower turn; that No. 8 (found in *n*, *m*, and *z* is No. 4 reversed; that No. 9 contains all the elements of the first 13 Nos.; tha Nos. 7, 12, and 13 have slight modifications to be specially considered; that i No. 14 both sides of the oval are curved alike; that No. 15 (found in *a*, *d*, *g*, *q* is an oval modified on the upper right; that oval curves appear in Nos. 16, 17 18, 19, 21, 22; that No. 24 is used in Nos. 25, 26, 27, 28, 29; that No. 30 (No 24 reversed) is used in Nos. 31, 32, 34, 35; that in *CAPITALS*, excepting Nos 47 and 51, No. 36 is used in Nos. 37 to 52 inclusive; that No. 53 is used in Nos 52, 54, 55, 56; and that No. 58 is used in Nos. 59, 60, 61, 62, 63, 64, 65.

Require the pupils to learn the number of spaces and parts of spaces occupie by each of the small letters and capitals severally, and to compare, contrast, and note all dissimilarities and distinctive characteristics. Train both the eye and the hand alike to discriminate *written characters* in all their relations and connections.

II. WRITING.



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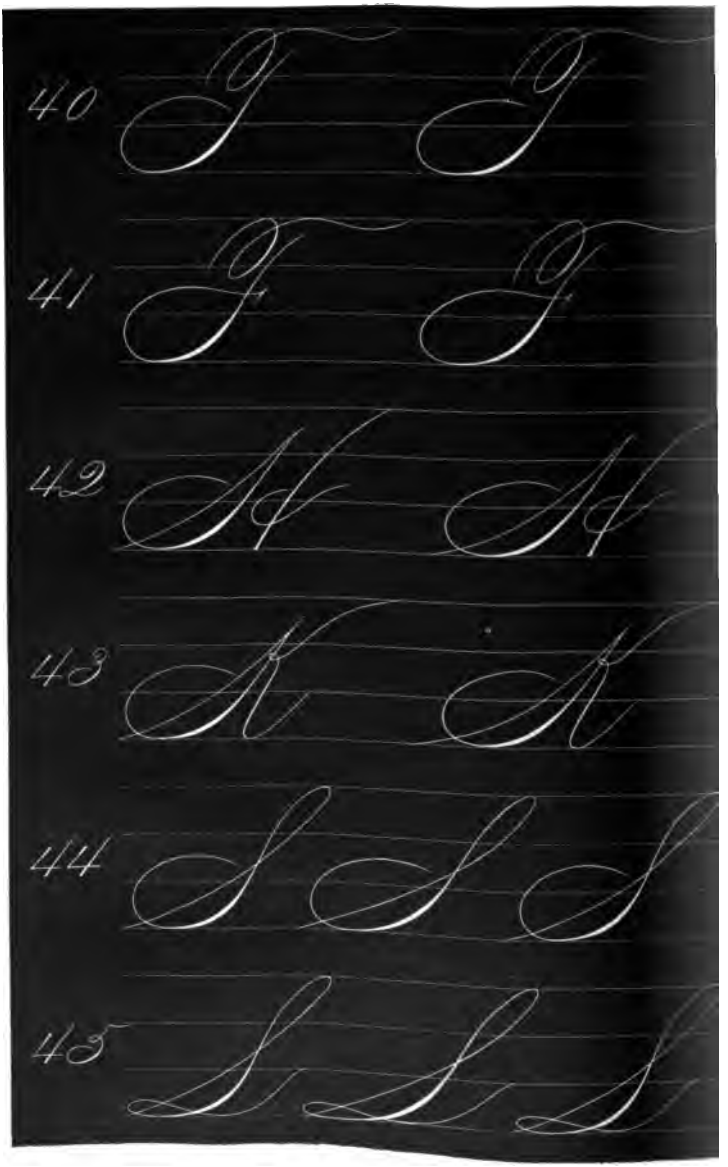
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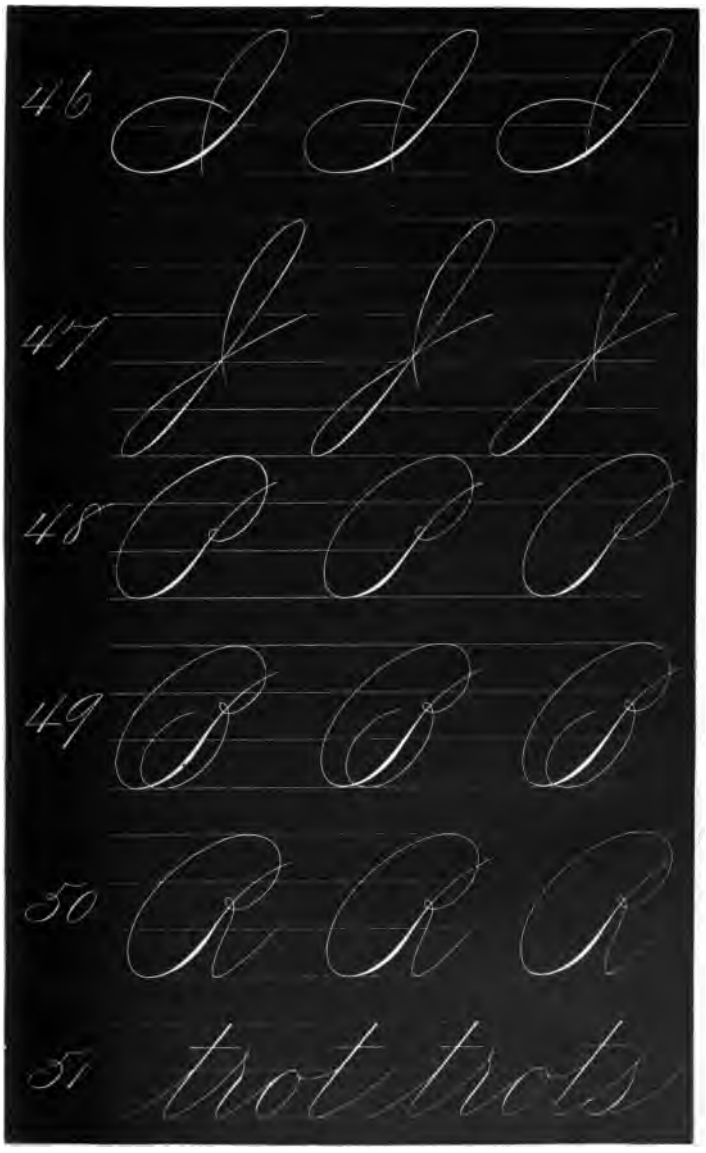
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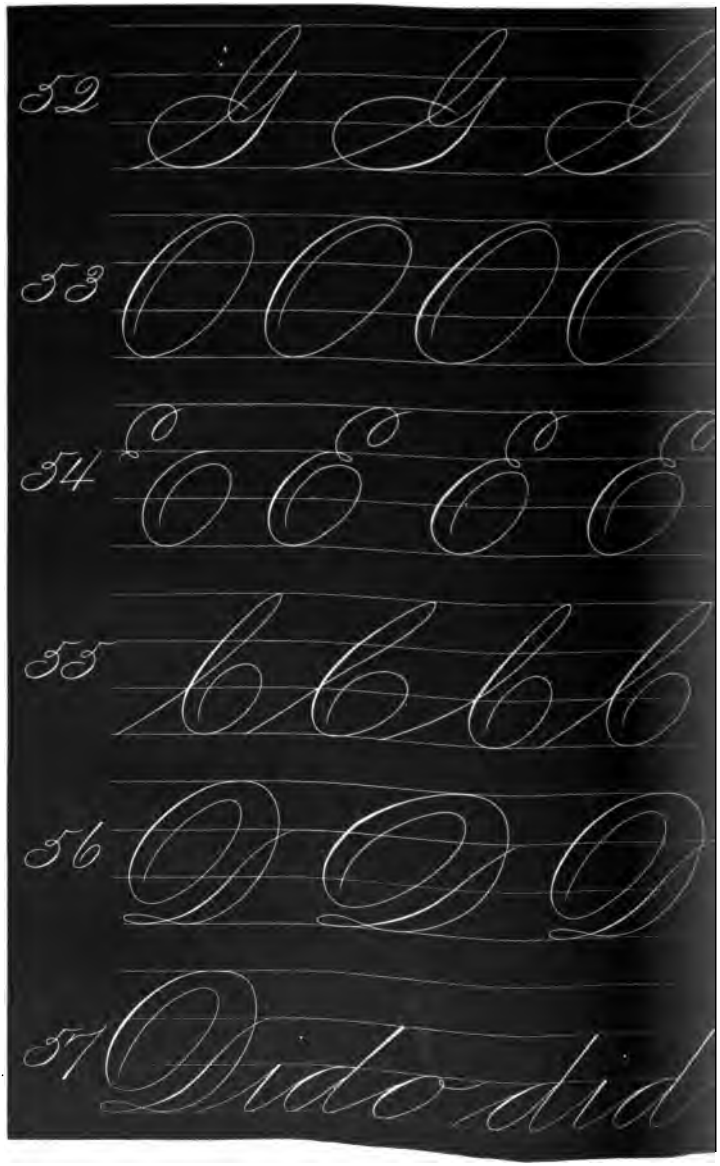
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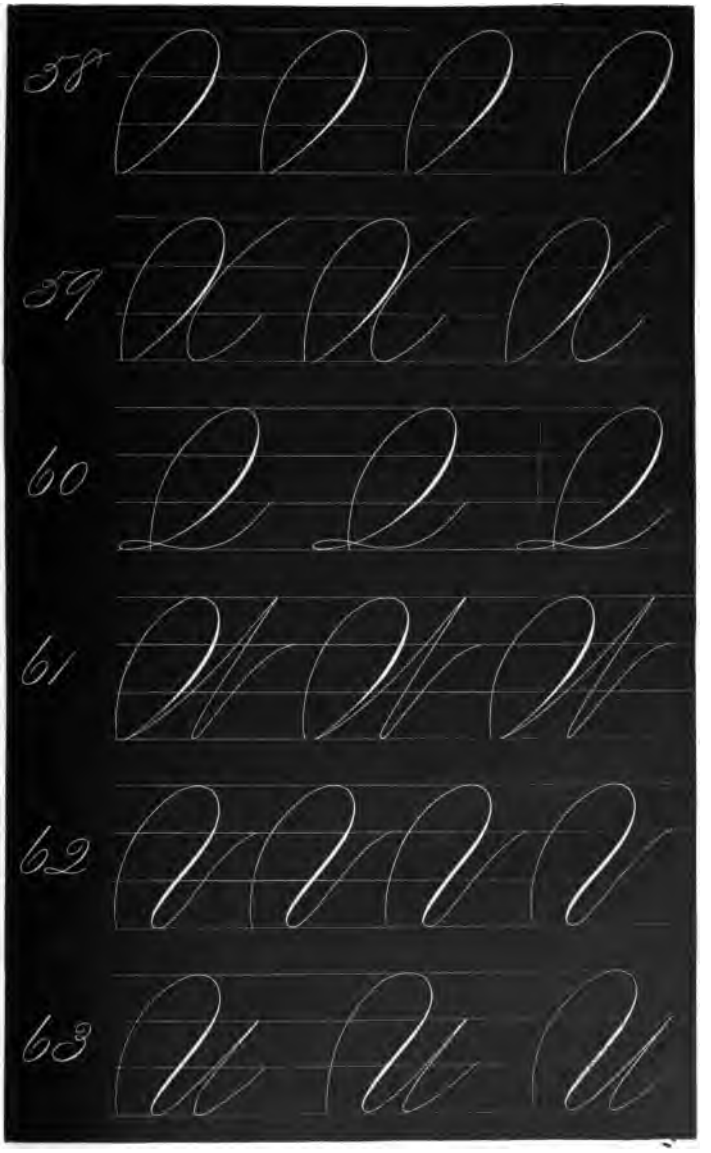
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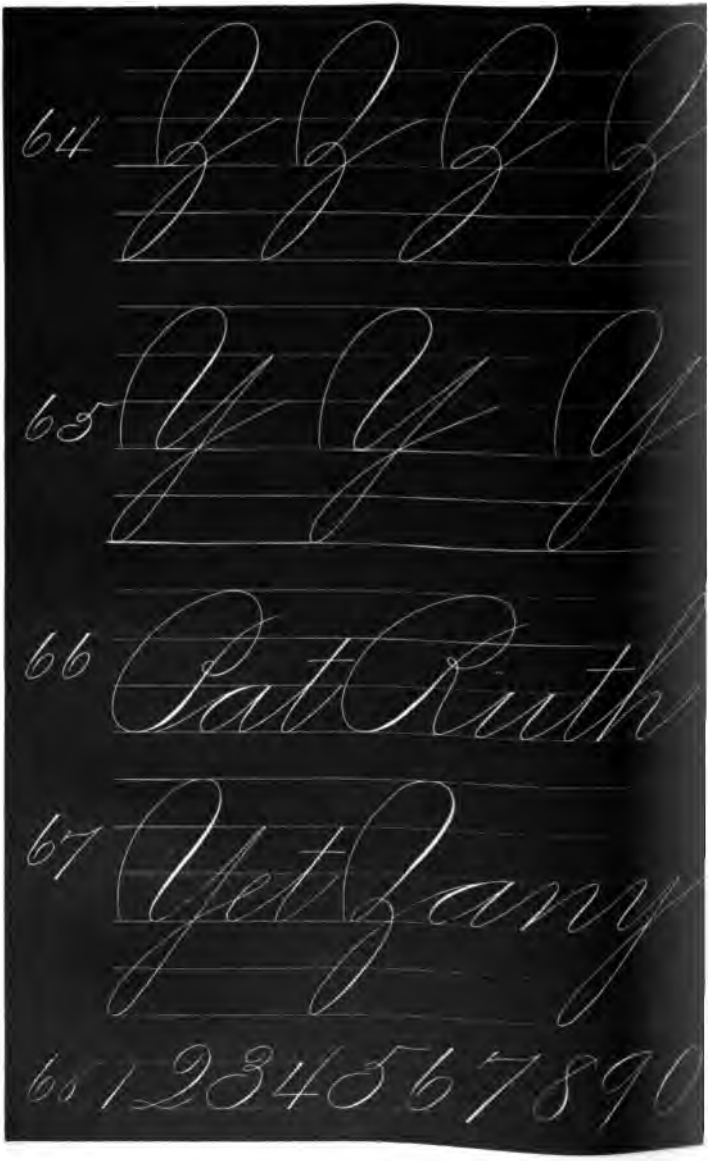
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66 Pat Ruth
67 Jet Zany
68 1 2 3 4 5 6 7 8 9 0

III. ALPHABETS.

A a Ax ax

A a Ax ax

Asa has an ax

B b Baby baby

B b Baby baby

Buy Baby a bib

C c Cat cat

C c Cat cat

Cats catch mice

D d Dog dog
D d Dog dog
Dora dreads dogs
E e Egg egg
E e Egg egg
Eve ate eagle's eggs
F f Frog frog
F f Frog frog
Frogs are fine food

Gg Goat goat

G g Goat goat

Goats graze the green

Hh Hen hen

H h Hen hen

Hugh hurt his hen

Ii Ink ink

I i Ink ink

Ira hid Ida's ink

J j Jug jug
J j Jug jug
John jars Joels jug
K k Kid kid
K k Kid kid
Kit kicks Kates kid
L l Lamp lamp
L l Lamp lamp
Silly lights a lamp

Mm Muff
M m Muff muff
May made a muff
Nn Nest nest
N n Nest nest
Nan found a nest
Oo Old owl
O o Old owl
Old owls hoot Oo

P p Pig pig
P p Pig pig
Papa's pup bit a pig
Q q Quail qu
Q q Quail quail
Quails fly quick q
R r Rat rat
R r Rat rat
Rats run rare races

S s Sled sleds

S s Sled sled

Sols sons sell sleds

T t Top top

T t Top top

Titus twirled the top

U u Urn urn

U u Urn urn

Ursula uses an urn

Vv Vase vase

V v Vase vase

Vases vary vastly

Ww Wolf wo

W w Wolf wolf

Wolves worry sheep

Xx Fox fox

X x Fox fox

Xis in box. fox.

Yy Yokeyo

Yy Yoke yoke

Youryokeroseny

Zz Zebra zz

Zz Zebra zebra

Zebras graze there

FIGURES

1 2 3 4 5 6 7 8 9 0

1. A, FIRST SOUND.

āte	Kāte	tāke	lāme
dāte	skāte	bāke	sāme
lāte	āpe	¢āke	nāme
slāte	tāpe	gāve	¢āme
plāte	grāpe	māde	Jāmeş

2. A, SECOND SOUND.

ăt	¢hăt	răn	ăş	hăd
făt	¢ăt	¢ăn	hăş	lăd
răt	¢ă*t*ch	ănd	ăm	glăd
hăt	ăn	bănd	jăm	ăx
thăt	măn	hănd	hăm	wăx

3. A, THIRD SOUND.

ärt	bär	ärk	tär	äre
tärt	bärn	lärk	jär	ärm
¢ärt	bärk	härk	fär	färm
pärt	Märk	därk	¢är	härm

Read and Write.

1. Kate ate a date. I gave Kate a plate of grapes. She bakes cake. A lame lad came late. His name is James. He made an ape and a skate on a slate. I had it.

2. A man has an ax. I am glad I can take it. I ate jam and fat ham. That cat ran at a rat. Hand me a can of wax. Mark had a tape hat-band.

3. It is as dark as tar. Art thou far off? Ä bar parts us. Hark! is it a lark? Car and cart are in the same barn. Arm is in farm, harm.

4. A, FOURTH SOUND.

ą*l*l	tą*l*l	wą*l*k	wąnt	wąr
fą*l*l	cą*l*l	tą*l*k	fą*l*se	wąrm
bą*l*l	sąlt	stą*l*k	smą*l*l	swąrm

5. A, FIFTH SOUND.

hâr*e*	cârе	râr*e*	dâr*e*	pâr*e*
shâr*e*	scâr*e*	bâr*e*	snâr*e*	spâr*e*

6. A, SIXTH SOUND.

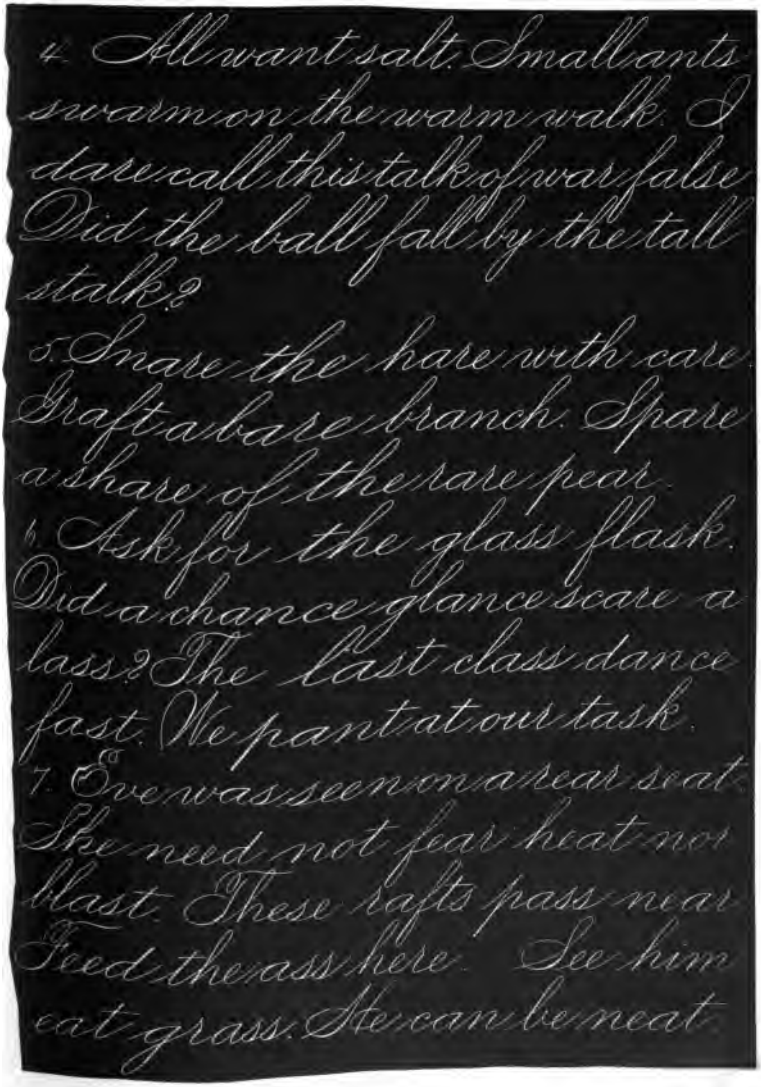
ȧnt	ȧs*s*	fȧst	grȧs*s*
pȧnt	pȧs*s*	lȧst	dȧnç*e*
ȧsk	lȧs*s*	blȧst	glȧnç*e*
tȧsk	clȧs*s*	rȧft	chȧnç*e*
flȧsk	glȧs*s*	grȧft	brȧnch

II. SOUNDS OF E.

7. E, FIRST SOUND.

bē	shē	ē*a*r	ē*a*t	sē*e*
hē	ēv*e*	fē*a*r	sē*a*t	sē*e*n
wē	hēr*e*	rē*a*r	nē*a*t	fē*e*d
mē	thēs*e*	nē*a*r	hē*a*t	nē*e*d

Read and Write.



8. E, SECOND SOUND.

lĕt	rĕd	tĕn	rĕst	tĕll
sĕt	fĕd	tĕnt	nĕst	fĕll
pĕt	lĕd	mĕn	bĕst	Nĕll
gĕt	flĕd	hĕn	ĕnd	wĕll
yĕt	slĕd	thĕn	lĕnd	lĕss
yĕs	shĕd	whĕn	sĕnd	blĕss

9. E, THIRD SOUND.

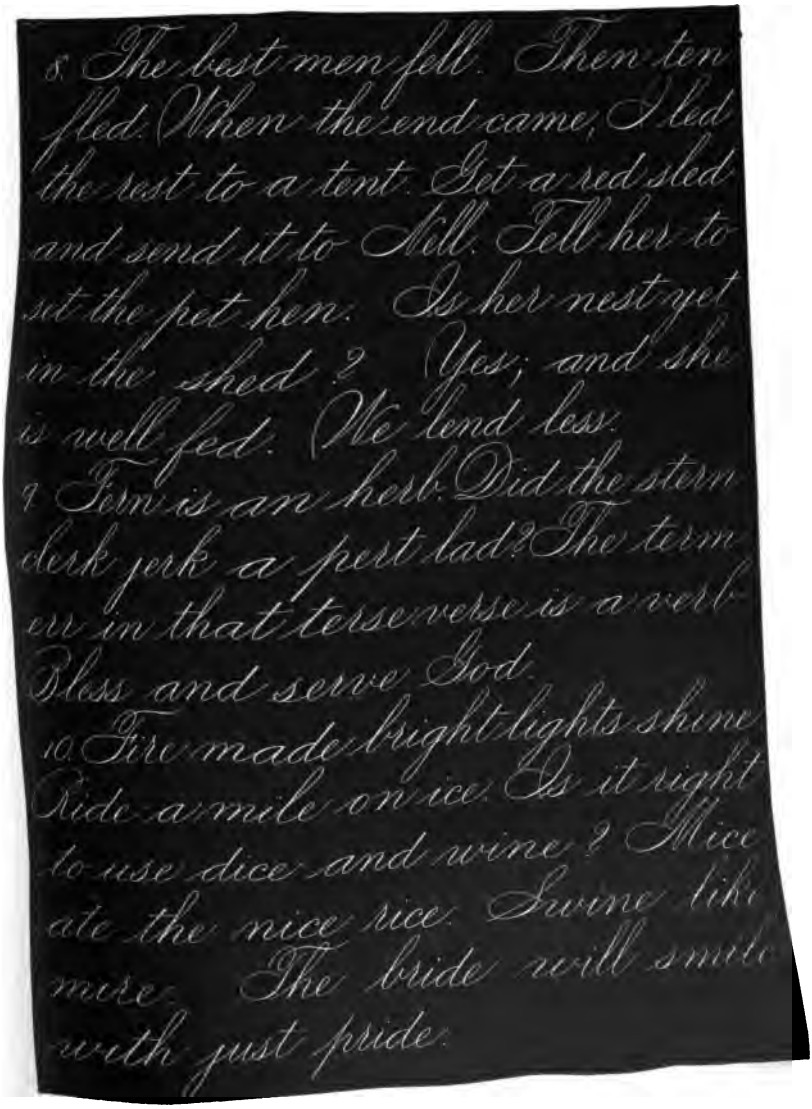
hẽr	jẽrk	wẽre	tẽrm
hẽrd	fẽrn	clẽrk	tẽrse
ẽrr	pẽrt	stẽrn	vẽrse
hẽrb	vẽrb	pẽrch	sẽrve

III. SOUNDS OF I.

10. I, FIRST SOUND.

īçe	fīre	rīde	shīne
rīçe	mīre	brīde	hīgh
dīçe	prīçe	prīde	līght
nīçe	mīle	wīne	rīght
mīçe	smīle	swīne	brīght

Read and Write.


8 The best men fell. Then ten
fled. When the end came, I led
the rest to a tent. Get a red sled
and send it to Nell. Tell her to
set the pet hen. Is her nest yet
in the shed? Yes; and she
is well fed. We lend less.
9 Fern is an herb. Did the stern
clerk jerk a pert lad? The term
err in that terse verse is a verb.
Bless and serve God.
10 Fire made bright lights shine.
Ride a mile on ice. Is it right
to use dice and wine? Mice
ate the nice rice. Swine like
mire. The bride will smile
with just pride.

11. I, SECOND SOUND.

ĭt	ĭll	lĭd	ĭn	ĭnk
fĭt	fĭll	slĭd	tĭn	drĭnk
sĭt	wĭll	fĭsh	thĭn	rĭng
ĭs	tĭll	dĭsh	wĭn	brĭng
hĭs	stĭll	wĭth	wĭnd	sprĭng

IV. SOUNDS OF O.

12. O, FIRST SOUND.

sō	ōld	hōld	cōld	wōre
nō	tōld	bōld	rōse	mōre
gō	sōld	gōld	hōme	drōve

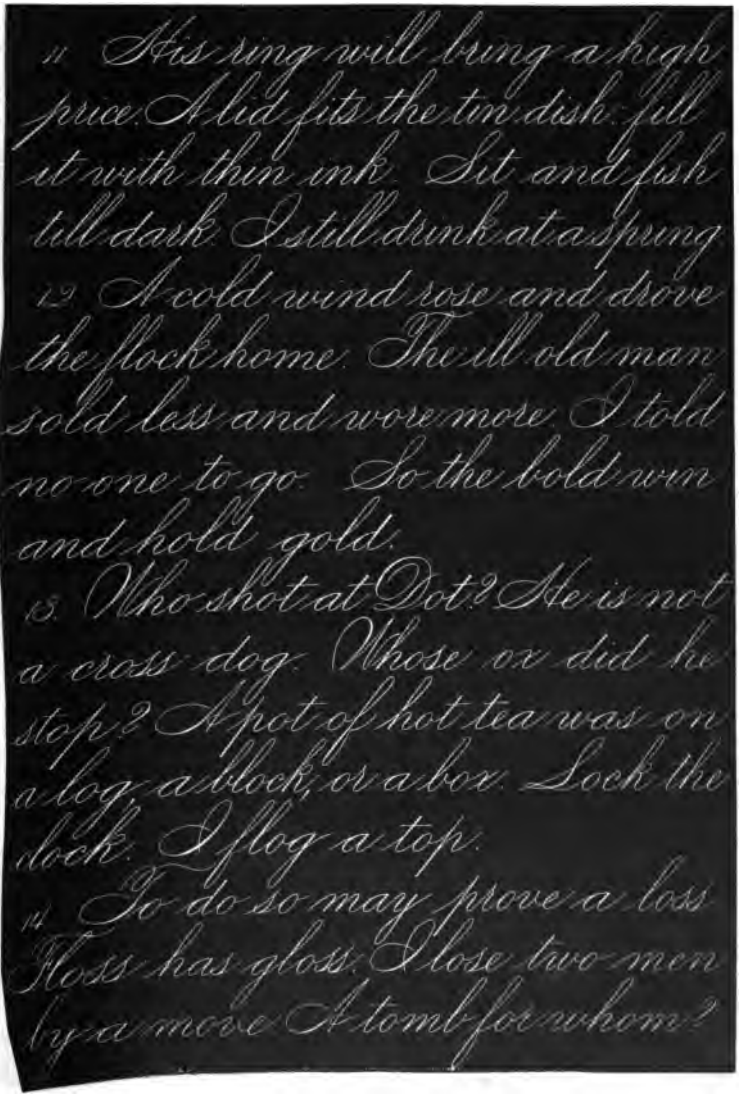
13. O, SECOND SOUND.

ŏx	hŏt	nŏt	crŏss	lŏck
bŏx	shŏt	dŏg	lŏss	flŏck
tŏp	pŏt	lŏg	flŏss	blŏck
stŏp	spŏt	flŏg	glŏss	clŏck

14. O, THIRD SOUND.

to	two	move	lose	whom
do	who	prove	tomb	whose

Read and Write.


1. His ring will bring a high price. A lid fits the tin dish. Fill it with thin ink. Sit and fish till dark. I still drink at a spring.

2. A cold wind rose and drove the flock home. The ill old man sold less and wore more. I told no one to go. So the bold men and hold gold.

3. Who shot at Dot? He is not a cross dog. Whose ox did he stop? A pot of hot tea was on a log, a block, or a box. Lock the clock. I flog a top.

4. To do so may prove a loss. Floss has gloss. I lose two men by a move. A tomb for whom?

V. SOUNDS OF U.

15. U, FIRST SOUND.

ūṣe	lūte	¢ūre	tūbe	mūle
mūṣe	flūte	pūre	hūġe	mūte

16. U, SECOND SOUND.

ŭp	ŭs	lŭng	rŭb	bŭn
sŭp	thŭs	flŭng	s¢rŭb	bŭnch
¢ŭp	rŭst	slŭng	shrŭb	lŭmp
tŭb	trŭst	rŭsh	lŭck	¢lŭmp
stŭb	¢rŭst	brŭsh	¢lŭck	plŭmp

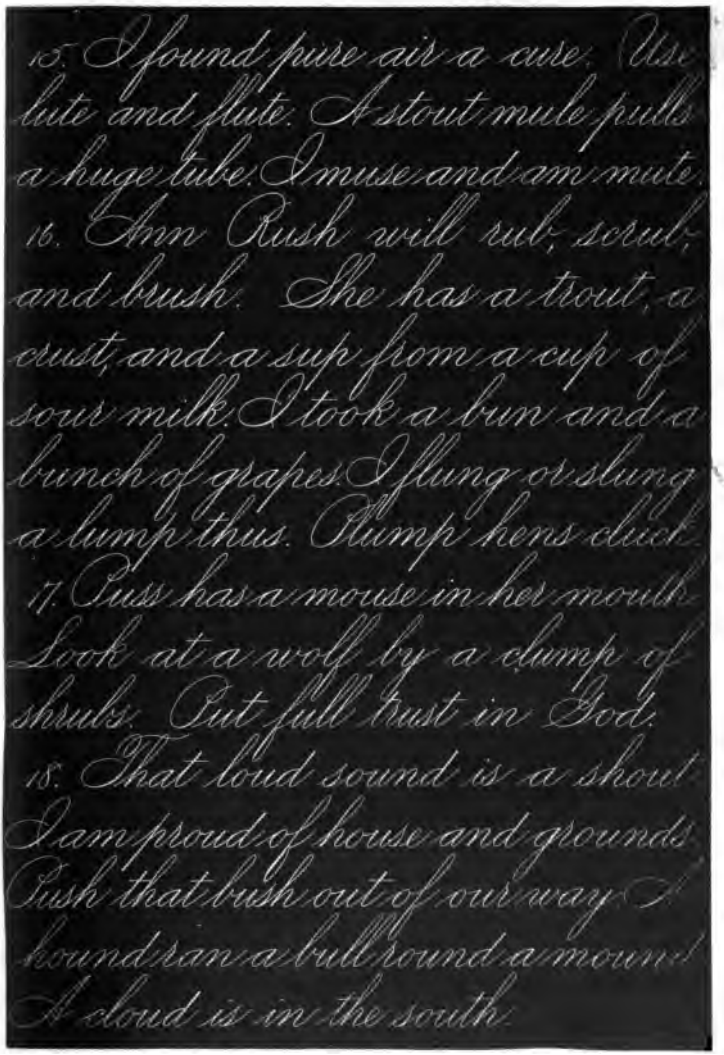
17. U, THIRD SOUND.

pụt	fụl*l*	pụs*s*	to͝ok	bụsh
bụl*l*	pụl*l*	wọlf	lo͝ok	pụsh

18. SOUND OF OU.

out	our	south	found
rout	sour	mouth	sound
trout	loud	house	hound
stout	¢loud	mouse	round
shout	proud	mound	ḡround

Read and Write.


15. I found pure air a cure. Use lute and flute. A stout mule pulls a huge tube. I muse and am mute.
16. Ann Rush will rub, scrub, and brush. She has a trout, a crust, and a sup from a cup of sour milk. I took a bun and a bunch of grapes. I flung or slung a lump thus. Plump hens cluck.
17. Puss has a mouse in her mouth. Look at a wolf by a clump of shrubs. Put full trust in God.
18. That loud sound is a shout. I am proud of house and grounds. Push that bush out of our way. A hound ran a bull round a mound. A cloud is in the south.

PHONETIC KEY.

I. TONICS.

1. ā, or ę; aṣ, āle, veil: *2.* ă; aṣ, făt: *3.* ä; aṣ, ärt: *4.* a, or ȯ; aṣ, all, eȯrn: *5.* â, or ê; aṣ, eâre, thêre: *6.* å; aṣ, åsk: *7.* ē, or ī; aṣ, wē, pīque: *8.* ĕ; aṣ, ĕll: *9.* ē, ĭ, or û; aṣ, hēr, sĭr, bûr: *10.* ī, aṣ, īçe: *11.* ĭ; aṣ, ĭll: *12.* ō; aṣ, ōld: *13.* ŏ, or ọ; aṣ, ŏn, whạt: *14.* o, o͞o, or u; aṣ, do, fo͞ol, rule: *15.* ū; aṣ, mūle: *16.* ŭ, or o͝o; aṣ, ŭp, so͝n: *17.* u, o, or ŏo; aṣ, bull, wolf, wo͝ol: *18.* Ou, ou, or ow; aṣ, Out, lout, owl.

II. SUBTONICS.

1. b; aṣ, bib: *2.* d; aṣ, did: *3.* ḡ; aṣ, ḡiḡ: *4.* j, or ġ; aṣ, jiḡ, ġem: *5.* l; aṣ, lull: *6.* m; aṣ, mum: *7.* n; aṣ, nun: *8.* n, or ng; aṣ, link, sing: *9.* r; aṣ, rare: *10.* Th, or th; aṣ, That, thĭth'er: *11.* v; aṣ, valve: *12.* w; aṣ, wiḡ: *13.* y; aṣ, yet: *14.* z, or ṣ; as, zine, iṣ: *15.* z, or zh, aṣ, ăzure: x for ḡz; aṣ, ex ăct'.

III. ATONICS.

1. f; aṣ, fife: *2.* h; aṣ, hit: *3.* k, or c; aṣ, kink, eat: *4.* p; aṣ, pop: *5.* s, or ç; aṣ, siss, çity: *6.* t; as, tart: *7.* Th, or th; aṣ, Thin, pith: *8.* Ch, or ch; aṣ, Chin, rich: *9.* Sh, sh, or çh; as, Shot, ash, çhaise: *10.* Wh, or wh; aṣ, White, whip.—*Italics*, silent; aṣ, of*te*n (ŏf'n).

POPULAR WORDS.

PART I.

I. BODY, FOOD, AND DRESS.

1. SOUNDS OF A.

1.	pā*ç*e	bāke	sā*g*e	plāte	tāme
fā*ç*e	āle	ca̤ke	sāve	tāste	gāme
lā*ç*e	hāle	hāke	tāpe	pāste	nāme
rā*ç*e	pāle	wāke	ca̤pe	grāpe	cra̤ve
dā*ç*e	ca̤ne	*s*hāke	cra̤pe	drāpe	*s*hāve
2.	wh*e*y	prā*y*	nā*i*l	frā*i*l	brā*i*d
je*a*n	v*e**i*l	swā*y*	plā*i*n	quā*i*l	bā*i*ze
gr*ea*t	v*e**i*n	strā*y*	grā*i*n	fā*i*nt	mā*i*ze
st*ea*k	sk*e**i*n	clā*i*m	brā*i*n	plā*i*t	wā*i*st
3.	hăm	să*s*h	plă*i*d	brăn	să*t*'in
dăb	yăm	hă*s*h	hănd	sprăt	să*l*'ad
cra̤b	cla̤m	*s*hăd	glănd	rămp	hăb'it
grăb	lăm*b*	*s*hă*ll*	stănd	sămp	tă*s*'sel
4.	tă*c*k	flăg	lă*n*k	trămp	*th*ră*s*h
lă*x*	bă*c*k	lăp	flă*n*k	stămp	ca̤*t*ch
flă*x*	snă*c*k	cla̤p	*s*hă*n*k	cra̤mp	snă*t*ch
lă*c*k	sca̤lp	snăp	*th*ă*n*k	smă*s*h	scra̤*t*ch
5.	pär*r*	bärk	ca̤rp	hea̤rt	ärch
ca̤*ll*	pärt	bä*l*m	yärn	gä*u*nt	pärch
lärd	tärt	ärm	pä*l*m	ca̤rve	ärm'let
härd	stärt	härm	sca̤rf	stärve	ärm'pit

6.	ma̤lt	ha̤*u*l	ea̤*ll*	wa̤rn	dra̤*w*
sa̤lt	qua̤rt	ḡa̤*uze*	ra̤*w*	eôrn	fla̤*w*
ha̤lt	wa̤rp	dra̤*w*l	ja̤*w*	hôrn	fa̤*w*n
ba̤ld	sa̤*u*ç*e*	śha̤*w*l	la̤*w*n	śhôrt	pra̤*w*n
7.	t*e*âr	fȧst	ḡȧsp	bȧs*s*	ćhȧnç*e*
fâr*e*	b*e*âr	eȧst	ḡrȧsp	mȧst	ḡlȧnç*e*
hâr*e*	p*e*âr	ȧsk	elȧsp	mȧs*s*	prȧnç*e*
bâr*e*	hâ*i*r	mȧsk	ḡrȧs*s*	ḡlȧs*s*	brȧnćh

2. *SOUNDS OF E.*

8.	hē*e*l	lē*e*k	*k*nē*e*	tē*e*t́h	slē*e*v*e*
ē*e*l	fē*e*t	bē*e*f	*k*nē*e*l	ćhē*e*r	swē*e*ts
rē*e*l	fē*e*d	bē*e*r	śhē*e*t	ćhē*e*k	snē*eze*
fē*e*l	sē*e*d	dē*e*r	śhē*e*p	twē*e*d	ćhē*e*ş*e*
9.	tē*a*	nē*a*t	sē*a*m	bē*a*nş	yē*a*st
ē*a*r	vē*a*l	pē*a*ş	wē*a*k	lē*a*s*e*	bē*a*rd
hē*a*r	lē*a*p	mē*a*l	wē*a*n	rē*a*ćh	ẃhē*a*t
ḡē*a*r	rē*a*p	mē*a*t	bē*a*st	pē*a*ćh	erē*a*m
10.	fĕl*l*	mĕs*s*	bĕnd	smĕl*l*	strĕ*t*ćh
ĕlk	yĕl*l*	erĕs*s*	sĕnd	smĕlt	*w*rĕnćh
lĕḡ	wĕl*l*	drĕs*s*	mĕnd	tĕm*p*t	thĕnce
ĕḡ*g*	wĕlt	ḡ*u*ĕs*s*	spĕnd	elĕnćh	ẃhĕnç*e*
11.	vĕst	flĕśh	ćhĕst	dĕ*a*f	trĕ*a*d
hĕm	dĕnt	frĕśh	śhrĕd	hĕ*a*d	t́hrĕ*a*d
bĕlt	stĕp	flĕck	sĕns*e*	dĕ*a*d	brĕ*a*st
yĕlk	nĕck	fĕ*t*ćh	hĕnç*e*	brĕ*a*d	elĕ*a*nş*e*
12.	wẽr*e*	sẽrv*e*	stĩr	t́hĩrst	eûrd
hẽrd	*h*ẽrbş	nẽrv*e*	bĩrd	work	fûrş
jẽrk	pẽrćh	skĩrt	fĩrm	worst	hûrl
ġẽrm	sẽrġ*e*	śhĩrt	ćhĩrp	wors*e*	seûrf

3. SOUNDS OF I.

13.	fīne	bīte	rīpe	līme	dĭ′ĕt
fīnd	dīne	slīçe	wīpe	prīme	tĭ′nў
rīnd	sīde	slīde	trīpe	whīle	quĭ′ĕt
bīnd	hīde	ḡlīde	snīpe	stўle	çĭ′dĕr
14.	buў	pīe	strīpe	līke	fĭ′bĕr
rўe	plў	wīld	tīghts	pīke	līve′lў
eўe	shў	spīne	drīve	ḡrīnd	eўe′lĭd
erў	sprў	whīne	thrīve	thīgh	ăt tīre′

LANGUAGE LESSON.

[*Pupils should now know DEFINITIONS of the Noun, the Verb, the Sentence and its Subject and Predicate, see pages* 18, 19, *and* 20.]

PARTS OF SENTENCES.

READ with care the nouns and the verbs below, and spell them both by their letters and sounds.

NOUNS.			VERBS.		
içe	měn	stärs	lōw	hŭm	blēat
fīre	ĕats	ḡēese	flōw	mew	clŭck
pĭgs	dŏgs	shēep	talk	rōot	shīne
bēes	cows	smōke	hīss	bärk	bûrns
hĕns	frŏst	brōoks	nīps	cûrls	mĕlts

SENTENCE-BUILDING.

WRITE on your slates, or the blackboard, the sentences below, and fill the blanks with the right words from the nouns and verbs above. The nouns are the subjects and the verbs the predicates of these sentences.

Commence each of the sentences with a capital letter, and end it with a period.

1. *Frost nips.*
2. *Stars* ——
3. *Fire* ——
4. *Smoke* ——
5. *Brooks* ——
6. *Ice* ——
7. *Bees* ——
8. *Pigs* ——
9. *Dogs* ——
10. *Men talk.*
11. *Geese hiss.*
12. —— *mew.*
13. —— *cluck.*
14. —— *low.*
15. —— *bleat.*

15.	shĭn	rĭck	rĭsk	grĭst	sĭr'up
fĭg	chĭn	kĭck	chĭck	twĭst	tĭt'ter
pĭg	skĭn	sĭnk	quĭck	*w*rĭst	fĭn'ger
wĭg	skĭp	wĭnk	drĭnk	frĭng*e*	ĭn'step
16.	fĭsh	mĭll	wĭng	sĭnçe	rĭg'id
rĭb	dĭsh	sĭft	flĭng	mĭnçe	lĭn'en
bĭg	sĭlk	shĭft	slĭng	quĭnçe	sĭn'ew
gĭn	mĭlk	swĭft	clĭng	shrĭmp	kĭd'ney
17.	lĭnt	mĭnt	kĭlt	stĭtch	tĭp'pet
sĭp	fĭst	prĭnt	lĭmb	chĭntz	nĭb'ble
hĭp	lĭmp	trĭll	skĭm	lĭv'er	mĭt'ten
lĭst	gĭmp	swĭll	swĭm	lĭv'id	slĭp'per

4. SOUNDS OF O.

18.	pōrk	lō*a*f	grōv*e*	rō*a*st	clōves
tō*e*	rōv*e*	ō*a*ts	grō*w*	bō*a*st	clōthes
rōb*e*	nōs*e*	cō*a*t	slō*w*	lō*a*ch	bōn'y
bōn*e*	hōs*e*	tō*a*st	thrō*w*	rō*a*ch	pōrt'ly
19.	sōl*e*	sō*a*p	stōl*e*	dō*ugh*	fōrçe
gōr*e*	ōld	sō*a*k	shōt*e*	mō*a*n	rōs'y
cōr*e*	cōld	clō*a*k	sc̄ōld	thrō*a*t	ōn'ly
pōr*e*	hōld	crō*a*k	chōk*e*	hō*a*rse	sō'dȧ
20.	hŏt	fŏnd	clŏgs	strŏng	cŏl'lar
cŏd	pŏt	sŏck	clŏth	wąsh	cŏl'ton
hŏg	crŏp	sŏft	brŏth	squąsh	p*ck'et
frŏg	chŏp	hŏps	frŏck	bŏd'y	nŏs'tril
21.	rōōt	rų*e*	wōōf	erų*de*	prų*ve*
lōōp	bōōt	shų*e*	tōōth	prų*ne*	*w*hos*e*
pōōl	fōōd	brew	spōōl	gōōs*e*	chōōs*e*
pōōr	sōōn	frų*it*	blōōm	mōōs*e*	smōōth

5. *SOUNDS OF U.*

22.	jū*i*ç*e*	ɘŭt	pŭlp	tȯn*gue*	bŭt′t*o*n
ɘūr*e*	pū′nў	nŭt	pŭmp	hȯn′*e*ў	mŭt′t*o*n
pūr*e*	tū′ni*e*	bŭn	frȯnt	ɘŭt′let	rŭf′fl*e*
stew	ɘrŭm*b*	rŭm	dȯv*e*	ḡŭs′set	mŭf′fin
ćhew	ƭhŭm*b*	plŭm	ḡlȯv*e*	bŭt′ter	mŭş′lin
23.	lŭngş	pŭf*f*	dŭl*l*	fo͝ot	bọ′şȯm
tŭ*c*k	pŭls*e*	mŭf*f*	skŭl*l*	ho͝od	wo͝ol′en
dŭ*c*k	lŭnćh	stŭf*f*	strŭt	wo͝ol	dŭst′er
rŭsk	pŭnćh	mŭśh	ɘrŭst	ɘo͝ok′ў	rŭb′ber
hŭsk	plŭmp	plŭśh	trŭn̲k	pụl′let	sŭp′per

6. *OTHER SOUNDS.*

24.	ḡown	flour	śhroud	sour	jôĭnt
fowl	down	trout	grous*e*	ôĭl	lôĭn
ɘowl	frown	sous*e*	blouş*e*	bôĭl	ḡrôĭn
brow	ɘrown	mouƭh	flounç*e*	brôĭl	vôĭç*e*

Dictation Review.

[*These REVIEWS will be used for* READINGS, *as Tests of Pronunciation, and for* SLATE WORK *from* DICTATION.]

NAME the parts of *MAN'S BODY.* With head and neck are façe, ćheek, nostril, eyelid, tooƭh, teeƭh, ḡumş, tongue, jaw, ćhin, beard, brow, skull, sɘalp, ɘrown, brain, etc. The eye ɘan see and ɘast à quick ḡlançe. Do deaf earş hear? Hȧş à bald head hair? Dȯeş the noşe smell and sneeze? With my mouƭh I call, ask, pray, ƭhan̲k, titter, whine, moan, ɘry, ḡasp, ćhoke, sɘold, trill, lisp, drawl, mouth, taste, nibble, bite, ćhew, and sip. I drin̲k tea, milk, and broƭh, but not ale, beer, çider, ġin, rum, wine, nor punćh. Hiş voiçe iş hoarse from à ɘold of the ƭhroat.

2. Our limbş have arm, wrist, hand, palm, fist, fin̲ḡer, ƭhumb, nailş, leḡ, knee, ƭhigh, ɘalf, śhan̲k or śhin, foot, toe, sole, heel, instep, etc. The feet stand, stamp, step, paçe, leap, raçe, ramp, tramp, slide, limp,

and rove. Hands draw or haul, hurl or throw with great force, sling, clap, reach, catch, clasp or grasp, wrench, hold, stitch, mend, milk, skim, sweep, reap, drive, pump, chop, and do much hard work.

3. Trunk and waist have chest, breast, spine or backbone, ribs, heart, lungs, liver, kidney, groin, side, front, etc. Man has fibers, veins, glands, nerves, sinews, pulse, skin, flesh, blood, joints, etc. Do not jerk, grab, snatch, tear, kick, strut, nor frown. That portly man has a rosy cheek.

4. Man craves *FOOD*. His bread is made of the flour, meal, and bran of grain. Grind wheat, rye, maize or corn, and oats, at a grist-mill. I choose a fresh loaf, soft toast, and mush, not crusts nor crumbs. Pies, tarts, and cakes—such as a cooky, a muffin, and a bun—are made in part of paste or dough. You are fond of nuts, sauce, sirup, and the pulp and juice of ripe fruit. I like figs, grapes, pears, peaches, sour plums, or even a quince.

5. Game is wild meats of hare, deer, fawn, moose, grouse, snipe, quail, duck, goose, etc. The flesh of tame fowl and beasts is fine diet or fare. Broiled chicks or plump pullets are a nice dish. Carve a prime roast of beef or lamb. Eat steak or veal cutlet hot. Get a slice of cold ham for our snack or lunch. Need he fast or lack, having stew or hash, tripe, liver, and souse?

6. Soak salt fish. They sell shad, trout, bass, hake, cod, pike, parr, smelt, sprat, eels, crabs, frogs, clams, shrimps, and prawns. Balm, mint, rue, sage, leeks, peas, squashes, hops, and flax grow here. We have sweet cream, butter, cheese, curd, whey, lard, eggs, etc.

7. Attire, habit, clothes, or *DRESS* should be fit and in taste or style. Men and boys wear coat, vest, kilt, blouse, shirt, socks, etc. Women and girls wear a gown or frock, shawl, hood, veil, muff, etc. All use a robe, cloak, skirt, cape, scarf, tippet, collar, sash, belt, duster, furs, hose, slippers, boots, shoes, rubbers, gloves, mittens, pockets, etc.

8. Prints, jean, chintz, and muslin are made of cotton; satin and crape, of silk; baize and serge, of wool; tweed of cotton and wool; and gauze, of silk or linen. Write plaid, warp, woof, shred, ply, drape, fell, hem, welt, tuck, seam, gusset, and flounce. Cloth not made up is called stuff. Get woolen yarn, braid, lace, tape, twist, and skeins or spools of thread. Trim with gimp, fringe, tassels, loops, ruffles, buttons, etc.

II. OUR HOME.

1. SOUNDS OF A.

25.	gāte	trāçe	hā*y*	lā'dў	shād'ў
bā*b*e	lā*n*e	plāçe	wā*y*	bā'bў	lā'dl*e*
bā*s*e	sā*f*e	sha*d*e	trā*y*	tā'bl*e*	erā'dl*e*
dā*m*e	rā*k*e	spā*d*e	grā*t*e	gā'bl*e*	stā'bl*e*
26.	rā*i*l	ēase	erāne	re*i*nş	mā'pl*e*
mā*i*d	pā*i*l	vā*s*e	rāng*e*	sle*igh*	wā*i*t'er
drā*i*n	pā*i*nt	vā*n*e	frā*m*e	bā'si*n*	rā*i*l'ing
cha*i*n	çhā*i*şe	pā*n*e	hā*m*eş	bāk'er	chām'ber
27.	păn	lămp	thătch	păn'el	wăg'on
răck	măt	jăm*b*	ăx'l*e*	ăsh'pit	năp'kin
tă*n*k	ăsh	plănt	ăl'l*e*ў	băr'rel	găr'ret
bă*n*k	lăsh	străp	ăt'ti*e*	săl'ver	păn'trў
plă*n*k	sănd	lătch	ăsh'eş	săd'dl*e*	plăt'ter
28.	järş	bäthş	ëärdş	fä'ther	är'bor
ärch	bärş	päthş	lärch	mär'bl*e*	pär'lor
yärd	härp	shärp	stärch	gär'd*e*n	ëär'pet
ä*u*nt	stärş	g*u*ärd	pä pä'	mäm mä'	pĭ ä'nō
29.	fôrk	ha*l*l	charm	la*u*'rel	sa*u*'çer
läth	hôrs*e*	wa*l*l	märch	ha*l*'ter	dra*w*'er
bäth	va*u*lt	wa*l*k	stärch	bôr'der	la*u*n'drў
päth	stra*w*	sta*l*l	heärth	re şôrt'	da*ugh*'ter
30.	fâ*i*r	thêre	håsp	våst	chânt
châ*i*r	*h*ê*i*r	whêre	ëåsk	flåsk	råft'er
stâ*i*rş	râ*r*e	sëârçe	lå*ss*	shåft	mås'ter
thê*i*rş	wâ*r*e	squâre	på*ss*	quåf*f*	pâr'ent

2. SOUNDS OE E.

31.	stēel	kē*y*	ēave*s*	hēat'er	nēe'dle
fi*ē*ld	wh*ē*el	dē*a*r	lēave*s*	bēat'er	çē*i*l'ing
ni*ē*çe	swēet	tē*a*m	wēed*s*	tē*a*'pot	sēt tēe'
trēe*s*	strēet	bē*a*m	s*e*rēen	tē*a*'*e*up	tu rēen'
32.	kĕg	fĕnçe	sprĕ*a*d	çĕl'lar	sĕrv'er
jĕts	bĕl*l*	gĭrl	shĕlve*s*	trĕl'lis	sĕrv'ant
hĕlp	thĕm	gĭrth	ĕn'trў	drĕs*s*'er	fûr'naçe
bĕd*s*	shĕlf	pĕrch	kĕt'tle	u tĕn'sil	nĕph'ew

LANGUAGE LESSON.

[*Here pupils should receive practical INSTRUCTION on Pronouns, and Number, Gender, Person, and Case.*]

PARTS OF SENTENCES.

PRONOUNCE these words correctly, spell them by letters and sounds, and write them, marking the letters for the right pronunciation.

NOUNS AND PRONOUNS.			VERBS—PREDICATES.			
mĕn	ĭt	sis'ter	bĕg	sews	shâre	drīve*s*
e*o*lts	hē	bro*th*'er	rule	(sōz)	shāve	prânçe
bĭrd*s*	wē	pâr'ents	*k*nit	sing*s*	quăck	à grēe'
dŭcks	shē	chĭl'dren	gĭve	laugh	smōke	pro vīde'
fri*e*nd*s*	yo*u*	wo men	chăt	(läf)	slēep*s*	whis tles
bā'bў	the*y*	(wĭm'en)	wa*s*h	chĭrp	ere*e*ps	(whĭs'slz)

SENTENCE-BUILDING.

WRITE the following sentences and fill the blanks with the right words from the above nouns, pronouns, and verbs.

In sentence-building, all nouns and verbs must appear, but each only once. Use the pronouns as needed.

1. *Men smoke.*
2. *They* ——
3. *Colts* ——
4. *Birds* ——
5. —— *quack.*
6. —— *sleeps.*
7. *It creeps.*
8. *Sister sings.*
9. —— *sews.*
10. *Brother* ——
11. —— *whistles.*
12. *Parents* ——
13. —— *rule.*
14. *I beg.*
15. *You give.*
16. *We* ——
17. *Women wash.*
18. —— *knit.*
19. *Friends chat.*
20. *They* ——
21. *Children laugh.*

3. SOUNDS OF I.

33.	tīe	pīpe	drīve	blīndş	tī'dў
ch̄īld	tīre	wīfe	knīfe	knīveş	rīd'er
thīne	thў	līme	twīne	drī'er	brī'dle
vīneş	sīte	stīle	prīme	spī'der	dīn'ing
34.	bĭt	erĭb	lĭft'er	mĭr'ror	ĭn'fant
rĭdġe	ğĭğ	sĭŋk	sĭft'er	çĭs'tĕrn	ch̄ĭl'dren
sĭeve	bĭn	whĭp	sĭl'ver	pĭtch'er	scĭş'şôrş
quĭlt	pĭn	elĭf	sĭs'ter	thĭm'ble	wĭn'dōw
35.	kĭn	nĭche	pĭl'lar	tĭm'ber	kĭtch'en
hĭnġe	hĭm	plĭnth	fĭd'dle	grĭd'dle	whis tle
brĭck	sĭll	lĭt'ter	sĭck'le	wo men	(whĭs'sl)
whĭsk	hĭll	lĭn'tel	dĭp'per	(wĭm'en)	mĭs'tress

4. SOUNDS OF O.

36.	bōlt	rōpe	eōurt	pōk'er	sew ing
bōwl	eōlt	eōke	bōard	rōll'er	(sō'ing)
mōld	pōst	yōke	spōke	ōwn'er	tōast'er
eōmb	hōne	pōke	stō'rў	mōw'er	eōal'bin
37.	hōe	hōme	sō'fȧ	lōam'ў	blōw'er
stōve	eōal	lōam	pō'nў	lō'eust	hōe'ing
stōne	bōat	dōor	bō'rax	eōlt'er	eōp'ing
pōrch	rōad	flōor	bōr'ing	elō'ver	mōld'ing
38.	sŏd	tŏngş	lŏck	bŏx'eş	sŏck'et
rŏck	dŏğ	strŏp	ŏx'en	bŏt'tle	eŏb'web
sŏng	bŏx	elŏck	rŏck'ў	ğŏb'let	eŏl'umn
ğŏng	mŏp	wȧtch	hŏl'lў	elŏş'et	wȧsh'er
39.	yo͝ur	rōōst	yo͝uth	fŏr'est	knŏck'er
plŏt	rōōf	stōōl	spōōn	pŏp'pў	eŏm'pōst

knŏb	hōōp	stōōp	brōōm	pŏp'lar	crŏss'ing
pŏnd	rōōm	screw	grōōm	bŏd'kin	wąsh'-tub

5. SOUNDS OF U.

40.	tŭb	bŭlk	ŭn'cle	fū'el	scŭt'tle
blūe	hŭb	hŭmp	bŭg'gy	mū'şic	shŭt'tle
view	rŭt	spŏnge	bŭck'le	blū'ing	shŭt'ter
(vū)	rŭn	ŭt'ter	bŭck'et	bu reau	crŭp'per
dŭll	gŭn	pŭt'ty	shŏv'el	(bū'rō)	tŭm'bler
41.	jŭg	cōōk	bŭt'ter	mŏth'er	rŭb'bish
bŭtt	rŭg	wōōl	cŭt'ter	brŏth'er	pul'ley
bŭst	bŭd	wōōd	gŭt'ter	hŭş'band	wọm'an
dŭst	sŏn	wōōd'y	stŭ-e'-ō	pŏm'mel	wōōd'en
stŭd	ŏv'en	wōōl'ly	coŭş'in	drŭg'get	cush'ion

6. OTHER SOUNDS.

42.	tôy	cow	couch	sprout	tôi'let
plow	bôy	spout	lounge	bow'er	bôil'er
down	jôist	house	ground	flow'er	brôil'er

Dictation Review.

FATHER iş thē owner and master of *OUR HOME*. Mother iş dame, lady, or mistress. Our uncle and aunt are husband and wife. Their children are our cousins. A nephew iş a son, and a niece a daughter, of one's brother or sister. Our parents' servants are a butler, a baker, a cook, a lass, maid, or young woman, and two aged women. Our waiter iş a youth. The babe iş an infant, or young child. I may say *it* or *its* of a baby, though a boy or a girl; aş, *It* iş like *its* papa or *its* mamma.

2. Make a *HOUSE* of stone, brick, marble, wood, putty, paint, sand, lime, stucco, etc. Its timbers are sills, beams, posts, studs, joists, boards, etc. Its parts are walls, coping, base, plinth, frame,

rafters, floors, roof, eaves, gutters, spouts, etc. It may have an entry or a stoop or porch, gables, columns, pillars, railings, halls, stairs, chambers, an attic or a garret, a cellar, vault, cistern, hearths, bath-room, pantry, ceilings, niche, closets, shutters, etc. With door and window are screws, bolts, blinds, shades, panes, hinges, locks, butts, pulleys, a knob, key, latch, catch, hasp, knocker, panels, moldings, lintel, jamb, etc.

3. Cellars have roots, dust, litter or rubbish, cob-webs, ashes, ash-pits, coal-bins, fuel, coke, a furnace or heater, a poker, etc. In the laundry are wash-tubs, soap, starch, bluing, a stove, a drier, boiler, washer, etc. The kitchen utensils are kettles, pails, pans, jars, spoons, knives and forks, basins, jugs, molds, flasks, bowls, trays, a sieve, a scuttle, a range, tongs, sifter, lifter, beater, spider, dipper, ladle, griddles, an oven, a broiler, a toaster, a tea-pot, etc. In the dining-room are a drugget, a table, a dresser, a silver pitcher, goblets, a salver or server, a steel, a tureen, tumblers, tea-cups, saucers, plates, napkins, a bell, a gong, etc.

4. In the parlor, the music-room, the sewing-room, and other parts, are carpets, oil-cloths, rugs, mats, shelves, drawers, chairs, cushions, screens, settees, beds, quilts, mirrors, lamps, couch, lounge, toilet, bureau, sofa, crib or cradle, toys, comb, knife, whisks or small brooms, scissors, pins, needles, bodkins, thimbles, cards, harp, fiddle, piano, march, chant, song, clocks, watches, etc.

5. Fine *GROUNDS* add to the joys of our home. The site is a prime plot of rich loam, which gives a view of rocky cliffs, a woody ridge of blue hills, and a vast forest. Fields of clover and grain have drains, rail-fence, walls, bars, gates, and stiles. The place has paths, roads, plank walks, a shady court or yard, and a trellis, arbor, or bower for vines. The flower garden has borders, alleys, and rare plants.

6. The trees and shrubs on the lawn are ash, larch, locust, laurel, poplar, maple, holly, etc. I have a boat on a pond, and a pony, dog, and gun. We keep cows, colts, a team of horses, and a yoke of oxen. The barn has a sink, tank, pump, vane, hay, straw, etc. In the stable are racks, stalls, guards, a sponge, a whip, etc. We keep a chaise or gig, a buggy, a wagon, a sleigh, a cutter, etc. We use a hoe, spade, shovel, rake, sickle, plow, chains, ropes, straps, halters, bridles, saddles, etc.

III. LIFE, MIND, TRAINING, ETC.

1. SOUNDS OF A.

43.	lā*y*	ḡā*y*	ān'ġel	nāt'ūr*e*	lā'i tў
slāt*e*	fā*y*	plā*y*	rāç'eş	nā'tĭv*e*	mā'ɇron
stāt*e*	bā*y*	spāç*e*	ɇā'ret	na tion	Sav ior
plān*e*	dā*y*	*k*nāv*e*	ɇrā'zў	(nā'śhun)	(sāv'yo̤r)
44.	āġ*e*	strā*i*t	pā'per	sā'ɇred	prā*i*'rĭ*e*
tāst*e*	tāl*e*	ştrā*i*n	māk'er	ḡrād'ed	pā*i*nt'ing
trāç*e*	hāl*e*	prā*i*ş*e*	Sā'tan	wāst'ed	lā'bĭ al
brāç*e*	rāt*e*	we̱*igh*t	prā*y*'er	fā'm*o*ŭs	rā'dĭ us
45.	sāv*e*	we̱*igh*	o be̱*y*'	ȧ frā*i*d'	pro fān*e*'
ḡrād*e*	nāv*e*	sɇāleş	ȧ wā*y*'	at tā*i*n'	ar rānġ*e*'
ḡrāv*e*	lāk*e*	phrāş*e*	de lā*y*'	re tā*i*n'	up brā*i*d'
ḡrāç*e*	bāss	lā'zy	ȧ bās*e*'	be hāv*e*'	de ɇlā*i*m'
46.	pāġ*e*	ā'pex	e rās*e*'	de bāt*e*'	plā*y*'er
trā*i*n	hā*i*l	wā'rў	re lāt*e*'	de tā*i*n'	lā*y*'man
fā*i*ʧh	rā*i*n	fā'bl*e*	dĭ lāt*e*'	pre vā*i*l'	ɇrā*y*'on
sā*i*nt	vā*i*n	nā'şal	in hāl*e*'	ex plā*i*n'	trā*i*n'ing
47.	ăɇt	ɇa năl'	ăɇt'ĭv*e*	băn'ter	ḡrăph'iɇ
răn̲k	ăpt	ɇa băl'	ăd'vẽrb	hăp'pў	ăd'jun̲ɇt
dăśh	ăd*d*	re lăx'	ăɇ'çent	ɇăn'did	săʧch'el
slăck	măp	en ăɇt'	ăb'bess	păr'iśh	ćhăn'nel
48.	tăḡ	răb'bĭ	ḡrănd	lăr'ўn̲x	păs'sĭv*e*
blăn̲k	ḡăḡ	ăb'bot	măt'in	ɇăn'ton	ăn'i mal
slăng	flăt	ăb'b*e*ў	măġ'iɇ	măn'lў	brăck'et
sɇrăp	făɇt	ɇăn'on	plăn'et	săv'aġ*e*	lăn̲'ḡuaġ*e*
49.	lănd	ăn̲'ḡrў	ăn'nalş	rat tăn'	făm'i lў
trăɇt	plăn	trăv'el	ăn'ʧhem	mo răss'	ḡrăm'mar

ăx'is	ĕănt	păl'ate	chăp'el	at trăet'	păl'a tal
ăb'bȧ	brăg	făe'tor	ăn'swẽr	sub trăet'	chăr'i tў

50.

chärt	älmş	*w*räth	chärġe	ärt'fụl	pär'd*o*n
färçe	eälm	*p*sälm	tär'dў	är'dent	chär'ter
pärs*e*	täu*n*t	chärm	är'dor	pär's*o*n	re gärd'

LANGUAGE LESSON.

PARTS OF SENTENCES.

A SENTENCE must have *two parts*—a noun and a verb, or words equal to them; as, Horses trot. The entire fact is here given in two words. But some sentences need three parts. If I say "Horses carry——," you wait for something more, and a *third part*, an *object*, is needed to complete the thought; as, Horses carry riders.

In grammar, verbs that require objects to complete thoughts are called **Transitive**, a word that means *passing over;* as, Boys stone frogs. Here the transitive verb *stone* represents the action as *passing over* from the subject boys to the object frogs. Verbs that need no objects to complete thoughts are called **Intransitive**.

SUBJECTS.		OBJECTS.		TRANSITIVE VERBS	
Gŏd	I	mĭç*e*	mē	ēa*t*	spĭnş
măn	ĭt	yärn	sĭn	ēarn	thăn̲k
eăts	hē	truth	hēr	pāv*e*	eătch
dēer	shē	grăss	hĭm	lôveş	chāse
Kāt*e*	they	strēets	rŭm	hĕlps	härmş
pāv'erş	dŏgş	wā'ġeş	thĕm	hāte*s*	drĭn̲ks

SENTENCE-BUILDING.

COMPLETE these sentences, using each word of the Lists once.

1. *God* ——— *truth.*
2. *He hates* ———.
3. *Pavers* ——— *streets.*
4. ——— *earn* ———.
5. *Deer eat* ———.
6. *Dogs* ——— *them.*
7. *Cats* ——— ———.
8. *Man drinks* ———.
9. ——— *harms* ———.
10. *Kate spins* ———.
11. *She helps* ———.
12. *I* ——— *her.*

51.	la̤*w*	pa̤*u*s̤*e*	na̤*ugh*t	a̤l'tar	dra̤*w*'ing
ch̤a̤*l*k	ta̤*l*k	·ela̤*u*s̤*e*	·ea̤*ugh*t	a̤l'ter	môr'tal
fa̤*u*lt	la̤*u*d	a̤*ugh*t	wa̤rmth	wa̤'ter	nôr'mal
·ea̤*u*s̤*e*	wa̤rd	ta̤*ugh*t	la̤*w*'ful	a̤*w*'ful	môrn'ing
52.	lôrd	ô*ugh*t	sa̤*u*'çy̆	fa̤l'ter	a̤*u*'thor
nôrth	fôrm	fôr'ty̆	fa̤*u*lt'y̆	pa̤l'ter	a̤*u*'tum*n*
s·eôrn	fra̤*u*d	sô*ugh*t	ta̤*w*'ny̆	pa̤l'try̆	A*u*'gust
stôrm	·e*h*ôrd	thô*ugh*t	ba̤*w*'bl*e*	pa̤*u*'per	qua̤r'ter
53.	stȧf*f*	trȧnç*e*	ex̤ a̤lt'	re s̤ôrt'	de fra̤*u*d'
â*i*r'y̆	·erȧft	·eȧst*e*s	ab hôr'	ex̤ hôrt'	re môrs*e*'
fâ*i*r'y̆	slȧnt	·erȧft'y̆	ȧ dôrn'	dis tôrt'	pẽr fôrm'
dâr'ing	ḡrȧnt	mȧs'ter	ex tôrt'	re wa̤rd'	ex̤ ha̤*u*st'

2. SOUNDS OF E.

54.	jē*e*r	·erē*e*d	spē*e*ch	chē*e*r'y̆	trust ē*e*'
mē*re*	sē*e*r	·erē*e*k	fē*e*'bl*e*	stē*e*'pl*e*	re dē*e*m'
ḡlēb*e*	hē*e*d	quē*e*r	slē*e*p'y̆	pē*o*'pl*e*	ġen tē*e*l'
brēv*e*	kē*e*n	Grē*e*k	frē*e*'ly̆	de ḡrē*e*'	dis ·erē*e*t'
55.	sē*a*	bē*a*ds̤	lē*a*d'er	brē*a*th*e*	pē'ri od
tē*a*ch	bē*a*t	mē*a*ns̤	wē*a*'ry̆	sē*a*'sīd*e*	Dē'i ty̆
chē*a*t	nē*a*p	drē*a*m	re vē*a*l'	se rēn*e*'	rȧ vïn*e*'
rē*a*ch	rē*a*m	prē*a*ch	ȧ slē*e*p'	ad hēr*e*'	bē sē*e*ch'
56.	fē*a*st	pr*i*ēst	be l*i*ēf'	mēr*e*'ly̆	rē*a*d'er
mē*a*n	tē*a*s̤*e*	ḡr*i*ēv*e*	sē'r*i*ēs̤	nē*a*r'ly̆	spē*a*k'er
mē*e*k	wē*e*k	shr*i*ēk	zē'nĭth	yē*a*r'ly̆	hē*a*'th*e*n
quē*e*n	slē*e*t	sphēr*e*	rē'ġ*i*ȯn	ch*i*ēf'ly̆	prē*a*ch'er
57.	ch*i*ēf	E'd*e*n	lē'ġend	dē*a*'·e*o*n	lē*a*p'-frŏḡ
br*i*ēf	p*i*ēç*e*	Jē's̤us	dē'mon	hē*a*r'er	a̤*u* stēr*e*'
chē*e*r	f*i*ēnd	bē'ing	dē'çent	E*a*st'er	sin çēr*e*'
·erē*e*d	f*i*ērç*e*	sēn'ior	dē'tā*i*ls̤	tē*a*ch'er	ex trēm*e*'

58.	ĕlf	hĕ*a*lth	ĕrĕd'it	vĕs'trў	mĕth'od
ĕn'ter	ĕb*b*	brĕ*a*th	çĕns'er	vĕs'tĭge	mĕm'ber
ĕr'ror	pĕn	stĕp*pe*	çĕn'sor	sĕl'dom	brĕth'ren
ĕs'sā*y*	hĕl*l*	mĕr'it	vĕs'per	çĕn'tral	sĕn'tençe

LANGUAGE LESSON.

[*In Sentence-building, show pupils that Name-words which clearly limit or express quality require no corresponding adjectives. For example, the name* CROW, *which suggests* BLACK, *should not be modified by the word, though* WHITE *would be needed to describe an exceptional crow.*]

PARTS OF SENTENCES.

ADJECTIVES are here added to the Parts of Sentençes. What is said of an adjective on page 18? Spell the words of these columns by letters and sounds, write them, and mark their pronunciation.

ADJECTIVES.				NOUNS AND VERBS.	
mў	one	thĕir	lôv'ing	āid	hâr*e*
slў	(wŭn)	whīt*e*	ġĕn'tl*e*	lôv*e*	ĕrōw
shў	fâst	blăck	ūse'ful	lōad	ġuĭd*e*
pĕt	kĭnd	sĕv'*en*	plāy'ful	lăm*b*	hôrs*e*
dŭl*l*	wīs*e*	nôĭs'ў	ēar'nest	dīy*s*	pū'pil
tą*ll*	mōst	hĕav'ў	ĕrŏŏk'ed	wēek	pâr'ent
săd	shôrt	nēed'ў	chĭld'ĭsh	drą*w*	tēach'er
ġlăd	lärġ*e*	măn'lў	pĭt'i ful	māk*e*	chĭl'dren

SENTENCE-BUILDING.

ADJECTIVES used to complete thought, or that go with pronouns when subjects, usually follow the words they affect; as, Bĕrthà is *bright.* She, *happy,* cheers all.

Complete these sentençes, filling all blanks from thē ăbŏve columns. Change the number to suit the verbs.

1. Strong ——— *draw* ——— *loads. 2.* ——— *days make* ——— *week. 3. Most parents* ——— ——— *children. 4. Loving* ——— *aid needy parents. 5. Kind* ——— *aid* ——— *pupils. 6.* ——— *teachers guide earnest* ———. *7. He, pitiful, cheers* ——— ——— *heart. 8. My* ——— *lamb is* ——— *and playful. 9. Crows are shy,* ———, *and* ———. *10. Children are small,* ———, *white,* ———, *short,* ———, *glad,* ———, *straight, and* ———. *Boys should be useful and* ———, *not* ———.

59.	lĕnṣ	mĕd'al	dĕṣ'ert	in vĕst'	pro fēs*s*'
vĕr'y̆	tĕxt	mĕr'ry̆	dĕn'tal	in vĕnt'	con fĕs*s*'
tĕs'ty̆	nĕxt	e vĕnt'	dĕs'pot	re flĕct'	pro tĕct'
tĕn'or	dĕsk	in tĕnt'	dĕ*c*'a*d*e	dis sĕnt'	ex prĕs*s*'

60.	spĕl*l*	dĭ rĕct'	rĕ*c*'tor	hĕ*a**v*'en	col lĕct'
sĕv'er	dĕ*a*th	de tĕct'	fĕl'lō*w*	pĕ*a*ṣ'ant	con tĕnt'
nĕv'er	prĕs*s*	se lĕct'	pĕn'çil	prĕl'at*e*	as çĕnd'
ĕld'est	strĕs*s*	re çĕs*s*'	tĕn'nis	ġĕn'tīl*e*	de scĕnd'

61.	tĕn*t*h	bĭ sĕct'	ġĕn'der	spĕl*l*'er	lĕx'i con
ĕp'o*c**h*	tĕns*e*	trī sĕct'	ġĕn'try̆	spĕl*l*'fụl	rĕg̃'u lar
ĕph'od	dĕns*e*	in fĕct'	sĕn'at*e*	spĕl*l*'ing	rĕl'a tĭv*e*
lĕt'ter	bĕn*c*h	in flĕct'	çĕn'sus	blĕs*s*'ing	rĕg̃'is ter

62.	ĕp'i*c*	ġĕn'tl*e*	Frĕn*c*h	sc*c*ĕp'ter	ġĕn'er al
rĕl'i*c*	ĕv'er	trĕb'l*e*	brĕ*a**d*th	sĕ*c*'tion	sĕn'si bl*e*
dĕl'tạ	ĕld'er	lĕg̃'at*e*	bĕl'frẏ	skĕp'ti*c*	ĕl'e g̃ant
dĕv'*i*l	du et'	lĕs'*s*on	tĕr'ra*ç*e	trĕm'bl*e*	de vĕl'op

63.	re bĕl'	fĕr'ul*e*	tĕm'pl*e*	tĕm'pest	mĕm'o ry̆
lĕng*t*h	re pĕl'	hĕlp'er	rĕ*c*'ord	prĕṣ'ent	ĕl'e ment
wĕ*d**ġ*e	e lĕct'	tĕn'der	rĕck'*o*n	pĕn'an*ç*e	fĕm'i nĭn*e*
fr*i*ĕnd	e rĕct'	çĕn'ter	sĕ*c*'ond	ĕm'pres*s*	ĕm'pĕr or

64.	slûr	sûrd	fĕr'vid	pĕr'*s*on	ē*a**r*'nest
ē*a**r**t*h	ē*a**r*l	c*u*rve	fĕr'vor	pĕr'fĕct	lē*a**r*n'er
ē*a**r*'ly̆	c*u*rt	*c*hûr*c*h	dĕr'vis	el*c*r'ġy̆	lē*a**r*n'ing
sûr'ly̆	lē*a**r*n	sē*a**r**c*h	vĭrt'u*e*	sĕrv'ĭç*e*	wor'*s*hip

65.	fĭrst	world	s*eo*ûrġ*e*	pre fĕr'	ûr'*c*hin
bĭr*t*h	fĭr*t*h	mĕrġ*e*	mĕr'çy̆	ex pĕrt'	sûr'fa*ç*e
bĭr*c*h	*t*hĭrd	çĭr'el*e*	sĕr'mon	con vĕrt'	e tĕr'nal
fĕr'vid	word	vĕr'bal	hĕr'mit	con vĕrs*e*'	vĕr'ti cal

3. SOUNDS OF I.

66.

līf*e*	rī*gh*t	*k*nī*gh*t	prī'vat*e*	re çīt'al
prīz*e*	fīf*e*	bī*gh*t	īs*l*'and	*w*rīt'ing	dĭ vīs'or
mīnd	sīn*e*	ī'dl*e*	rīs'ing	çī'pher	de çīd'ed
quīr*e*	tīm*e*	wīl'ў	kīnd'lў	īç*e*'bērḡ	a sў'lum

67.

drȳ	mī*gh*t	C*h*rīst	dĭ vīd*e*′	dī'a dem
*w*rīt*e*	sī*g*n	*w*hīt*e*	Bī'bl*e*	pre çīs*e*′	dī'a le*e*t
twīç*e*	hī*gh*	blīth*e*	mī'nus	be nī*g*n′	lī'bra rў
th*r*īç*e*	līth*e*	f*r*ī*gh*t	tȳ'rant	es quīr*e*′	trī'aṉ ḡle

68.

dī*e*d	quī'*e*t	de fīl*e*′	sc*ī*'ençe	in serīb*e*′
nīnth	mīld	pī'*o*us	re çīt*e*′	hȳ'phen	*e*om pīl*e*′
ch*ī*d*e*	tīd*e*ş	fī'nīt*e*	po līt*e*′	*e*lī'māt*e*	sub līm*e*′
serīb*e*	trīb*e*	sī'lent	de çīd*e*′	vīs′*e*ount	prī'ma rў

69.

wĭl*l*	wĭt'tў	sў*n*'tax	ĭd'i om	ĭn'dĭ çēş
br*ĭ*sk	qu*ĭ*l*l*	ḡĭd'dў	sў*n*'bol	lĭt'er al	*e*rĭt'i*e* al
pĭ*t*ch	fĭlth	ḡ*u*ĭlt'ў	sў*s*'tem	lĭb'er al	ĭn'do lent
prĭşm	fĭfth	stĭn'ġў	sĭm'i le	çĭt'i z*e*n	ĭḡ'no rant

70.

sĭxth	bus y	r*h*ўthm	wĭş'dom	ĭn'ter est
sh*r*ĭl*l*	kĭng	(bĭz'ĭ)	br*ĭ*t'tl*e*	wh*ĭ*s'per	ĭn'te ġer
str*ĭ*et	thĭng	fĭck'l*e*	hĭs*s*'ing	*e*h*r*ĭs'ten	ĭn'te ḡral
str*ĭ*ng	thĭṉk	fr*ĭ*ġ'id	dĭs'tr*ĭ*et	lĭn'ḡuist	sĭṉ'ḡu lar

71.

çĭt'ў	wĭck'et	fĭḡ'ūreş	de pĭet′	re lĭġ′*i*on
m*ĭ*xed	çĭv'il	*e*rĭck'et	vī'o lĭn′	el lĭpse′	se dĭ'tiòn
tĭm'id	dĭġ'it	lĭṉ'ḡual	pret ty	with ĭn′	dĭl'i ġent
spĭr'it	lў*r*'i*e*	tr*ĭ*p'let	(pr*ĭ*t'tĭ)	de lĭv'er	ĭn'dus trў

72.

sĭl'lў	sĭng'er	e lĭç'it	ĭs*th*'mus	*w*rĭt'ten
un tĭl′	r*ĭ*v'er	sĭng'ing	un çĭv'il	In dian	hĭs'to ry
ĭn'dex	lĭm'it	sĭm'pl*e*	fĭn'i *e*al	(ĭnd'yan)	sĭb'i lant
fĭḡ'ūr*e*	v*ĭ*v'id	sh*ĭ*ft'er	pĭt'i ful	ĭṉk'horn	sў'la bl*e*

4. SOUNDS OF O.

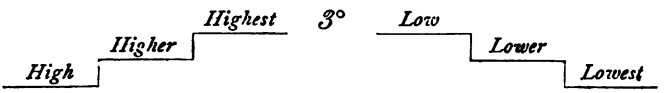
73.	lō*w*	ō′ḡl*e*	lō′ɛāt*e*	s͡hō*w*′y̆	ḡ*h*ōst′ly̆
hōst	nōt*e*	ō′ral	fōrç′eṣ	mōst′ly̆	o cean
mōst	fōld	ō′val	Kō′ran	*w*hōl′ly̆	(ō′s͡hŭn)
spōrt	sō*u*l	vō′ɛal	ḡōld′*e*n	hōm*e*′ly̆	fō*u*rt͡h′ly̆
74.	tōn*e*	drōl*l*	sō′ber	in tōn*e*′	ĭḡ nō′bl*e*
slōp*e*	zōn*e*	hō′ly̆	ɛō′lon	in vōk*e*′	de vōt′ed
slōt͡h	ɛōv*e*	ḡlō′ry̆	nō′bl*e*	trō′phy̆	nōt′a bl*e*
s͡hōr*e*	pōp*e*	pō′lar	nō′tĭç*e*	he rō′iɛ	ō′ro tund
75.	flō*w*	lō*w*′ly̆	fō*u*rt͡h	jo ɛōs*e*′	im plōr*e*′
sō′lo	ɛrō*w*	lōn*e*′ly̆	t͡hrōn*e*	re pōrt′	mo rōs*e*′
sɛōr*e*	*k*nō*w*	prōṣ′y̆	brōḡ*ue*	up hōld′	vẽr bōs*e*′
sō*u*rç*e*	snō*w*	hō*a*r′y̆	ḡrō*w*t͡h	ex plōr*e*′	ɛom pōṣ*e*′
76.	rō*a*r	ȧ tōn*e*′	spōk′*e*n	pōrt′aġ*e*	re prō*a*c͡h′
fō′çī	sō*a*r	ȧ dōr*e*′	brōk′*e*n	prō′noun	ap prō*a*c͡h′
fōr′tẹ	ɛō*a*x	re vōlt′	mō′tion	nō′w͡hêr*e*	trans pōṣ*e*′
fō′ɛus	ɛō*a*st	ō′a sĭs	pō′ro*ŭ*s	bō*a*rd′ing	dis ɛō*u*rs*e*′

LANGUAGE LESSON.

[*Teachers will aid pupils TO MASTER this important Lesson.*]

ADJECTIVES COMPARED.

In ɛomparing adjeɛtiveṣ, there are t͡hree deḡreeṣ or steps. Thus we mark *high* and *low* in t͡hree deḡreeṣ, or on t͡hree steps.



Positive, meaning *really so*, or *truly so*, serveṣ aṣ ȧ *beginning*, and the *first step* iṣ ɛalled the **Positive Degree.** *Comparative*, two t͡hingṣ having been brought toḡĕther, s͡howṣ that one iṣ *higher* or *lower* than the other, and so the *second step* iṣ ɛalled the **Comparative Degree.** *Superlative* meanṣ *lifting above*, or *surpassing*, and so the *third step*,

or that which *surpasses* all others, is called the **Superlative Degree.** With the comparative degree, we compare *two* things only; but the superlative degree compares *three* or *more* things: as, The *better* of the *two*, not the *best;* the *poorest* of *all*, not the *poorer*.

Form the comparative degree by adding *r* or *er* to the positive degree; the superlative, by adding *st* or *est* to the positive; as, Fine, fine*r*, fine*st;* fond, fond*er*, fond*est*. Many adjectives of two or more syllables are compared by the aid of *more* and *most*, and *less* and *least;* as, Timid, *less* timid, *least* timid; daring, *more* daring, *most* daring. Some adjectives are not regular in comparison: as, Good, better, best. But many adjectives, such as *five, any, ever*, can not be compared.

In comparing adjectives, attend to certain changes in spelling. Those which end in *y*, with a consonant before it, generally change the *y* into *i*; as, Dry, drier, driest. Those which end in a consonant, with a short vowel before it, generally double the consonant; as, săd, săd'der, săd'dest.

Read all the adjectives compared below, with the words *positive* before the *first* part, *comparative* before the *second*, and *superlative* before the *third;* as, Positive old, comparative older, superlative oldest.

POS.	COMPAR.	SUPER.	POS.	COMPAR.	SUPER.
ōld,	ōld'er,	ōld'est.	g̃o͝od,	bĕt'ter,	bĕst.
pāle,	pāl'er,	pāl'est.	fâir,	fâir'er,	fâir'est.
fĭt,	fĭt'ter,	fĭt'test.	ē'vĭl,	worse,	worst.
lĭt'tle,	lĕss,	lēast.	ĭll,		
jŏl'lў,	jŏl'lĭer,	jŏl'lĭest.	băd,		
çĭv'il,	mōre çĭv'il,	mōst çĭv'il.	făr,	făr'ther,	făr'thest.

SENTENCE-BUILDING.

WRITE the sentences below and fill in the blanks from the above adjectives.

1. Troy is old, Towser is ———, *Lion is the* ——— *dog of the pack. 2. The moon is pale. Are the stars* ———*? 3. Brass is good; silver,* ———*; gold,* ——— *of all. 4. His answer is fit, mine* ———, *yours* ———. *5. Amy is fair, Lucy is* ———, *but Ruth is* ——— *of her father's children. 6. The jolly tar has a* ——— *mate. 7. That civil man has a* ——— ——— *wife. 8. France is far, Turkey* ———, *China* ——— *of all. 9. If Paul is little, infants are* ———. *10. He went from bad to* ———.

77.	rŏd	ŏb'jĕct	bŏd'ĭeş	gŏs'pel	å pŏs'*tle*
flŏr'id	elŏt	ŏe'tāve	mosque	phon ics	ĭd'i ŏt'ie
fŏs'sil	dŏf*f*	prŏp'er	(mŏsk)	(fŏn'iks)	å erŏs'tie
frŏl'ie	lŏe*h*	sŏn'net	prŏm*pt*	eŏm'mon	sub tŏn'ie
78.	Gŏd	dŏç'ĭle	hŏck'e*y*	mŏd'ĕrn	spŏn'dee
tŏp'ie	gŏdş	nŏv'ĭçe	mŏck'er	hŏm'a*g*e	sŏl'stĭçe
tŏr'rid	sŏlve	yŏn'der	se*h*ŏl'ar	prŏph'et	dŏe'trĭne
trŏp'ie	seŏf*f*	pŏn'der	seŏf*f*'er	prŏd'uet	pŏş'i tĭve
79.	lŏngş	dŏg'mȧ	å erŏss'	pŏn'tif*f*	ō'vĕr tŏp'
gŏd'lў	erŏs*s*	nŏm'ad	in vŏlve'	eŏn'dŭet	pro lŏng'
gŏb'lin	lŏ*dg*e	eŏn'vex	re vŏlve'	eŏn'eāve	re spŏnd'
gŏs'sip	dŏ*dg*e	eŏl'lĕet	bŏr'rō*w*	eŏg'nāte	re spŏnse'
80.	jŏl'lў	eŏm'mȧ	ŏr'i şon	eŏp'u lȧ	prŏb'lem
eŏn'ie	sŏl'id	eŏn'taet	ŏr're rў	bŏt'a nў	prŏv'inçe
*h*ŏn'or	tŏn'ie	eŏn'vĕrt	å tŏn'ie	eŏn'ie al	eŏn'elāve
bŏn'nў	ŏf*t*'en	eŏl'leg*e*	pŏl'i tie	nŏt'a ble	eŏn'stant
81.	erŏft	jŏe'und	eŏm'bat	hŏm'i lў	mŏn'i tôr
mŏr'al	lŏft'ў	*h*ŏn'est	eŏn'test	hŏl'i dā*y*	mŏn'are*h*
mŏd'el	ŏf'fer	mŏd'est	eŏn'vent	pŏl'y gŏn	eŏn'gress
mŏt'to	sŏr'rў	sŏl'em*n*	eŏn'fliet	ŏe'ta gŏn	eŏn'strue
82.	sure	mo͞od	tru͟'ly	la go͞on'	pru͟'dent
rule	(sho͞r)	pro͞of	dru͟'id	un true'	pru͟d'ish
true	erew	swo͞on	ru͟'ral	pe rus̱e'	tru͟th'ful
ru͟'in	(kro͞)	se*h*o͞ol	ru͟'mor	in trude'	yo͞u*th*'ful
83.	drew	shrewd	bru͟'tal	sure ly	im pro͞ve'
po͞ol	(dro͞)	(shro͞d)	fru͟'gal	(sho͞r'lĭ)	un eo͞u*th*'
po͞or	grew	ru͟l'er	tru͟'ant	seru͟'ple	tў pho͞on'
sto͞ol	(gro͞)	eru͟'el	glo͞om'ў	pru͟n'ing	mon so͞on'

5. SOUNDS OF U.

84.	tūn*e*	fūt'ūr*e*	pūr'ist	mūl'ish	stū'dent
bū'gl*e*	·ūb*e*	neū'ter	sū'pīn*e*	ū'ni tў	fū'rĭ *o*ŭs
plū'ral	dūk*e*	un ion	·ū'rāt*e*	pū'ri tў	·ū'rĭ *o*ŭs
ūs*e*'ful	dūp*e*	(ūn'yun)	Jew'ish	pū'ri fў	tū'te lar
85.	ū'nit	bū'gler	å ·ūt*e*'	dif fūs*e*'	ob s·ūr*e*'
tū'tor	fū'rў	hū'mor	as tūt*e*'	dis pūt*e*'	pro dūç*e*'
·ū'bi·e	dū'tў	jun ior	å mūş*e*'	im pūr*e*'	mĭ nūt*e*'
stū'pid	pū'pil	(jūn'yûr)	ob tūs*e*'	de mūr*e*'	·om pūt*e*'
86.	fŭn	ŭsh'er	gȯv'ern	vŭl'gar	stŭm'bl*e*
jŭ*dg*e	nŭn	dȯz'*e*n	pụl'pit	·erŭst'ў	grŭm'bl*e*
grŭnt	pŭn	sŭl'len	mŭt'ter	·elŭm'şў	mŭm'bl*e*
dŭnç*e*	dŭb	mŭf'tĭ	sŭd'den	·ŭs'ped	ŭn·e'tiȯn
87.	sŭm	yo*u*ng	wo*u*l*d*	fo͝ot'ed	pụsh'ing
to*u*ch	hŭm	drŭn̲k	sho*u*l*d*	bụsh'ў	bụsh'ing
rough	dŭl*l*	bŭ*dg*e	ho͝ok'ed	bụsh'el	fo͝ot'man
(rŭf)	gŭlf	trŭ*dg*e	fo͝ot'ba̤l*l*	pụsh'er	bụsh'man
88.	plŭs	lȯv*e*'lў	ro bŭst'	jŭs'tĭç*e*	*e*o*u*n'trў
bo͝ok	grŭf*f*	rŭd'dў	ą*u* gŭst'	pŭb'li·e	·ŭs'tȯmş
*e*o*u*l*d*	ŭg'lў	å bȯv*e*'	ab rŭpt'	rŭb'ber	thŭn'der
fụl'lў	lŭs'tў	å mȯn̲g'	de dŭ·et'	rŭg'ged	dŭch'es*s*
89.	lȯv*e*	mŭst'ў	å dŭlt'	ad jŭst'	·ôr rŭpt'
stŭd'ў	frȯnt	jŭst'lў	ex̲ ŭlt'	e nough	dis ·ŭss'
sŭlk'ў	to*u*gh	trŭst'ў	an nŭl'	(e nŭf')	dis trŭst'
fŭs*s*'ў	mȯn̲k	tŭn'nel	re şŭlt'	dis gŭst'	ex pŭn̲g*e*'
90.	lŭmp	sub tle	shŭf'fl*e*	chŭb'bў	nȯth'ing
hŭsk'ў	nŭm*b*	(sŭt'l)	sŭn̲k'*e*n	hŭm'bl*e*	hŭn'dred
hŭf*f*'ў	dŭm*b*	sŭl'tan	spŭn̲k'ў	nŭm'ber	jŭs'tĭ fў
pŭf*f*'ў	blŭnt	slȯv'en	sŭb'je·et	·ŭr'rent	dis ·ȯv'er

C. OTHER SOUNDS.

91.	vow	clouds	al low′	show′er	re nown′
count	noun	clown	cn dow′	cow′ard	a mount′
shout	town	bound	a bout′	drow′sy	ac count′
doubt	a vow′	bounce	de vout′	prow′ess	ex pound′
92.	coy	gout′y	quoits	loi′ter	out′rage
proud	moist	vow′el	loy′al	voiç′es	re count′
crowd	noise	low′er	roy′al	a droit′	coun′çil
gouge	nois′y	pow′er	joy′ful	point′er	count′ess

Dictation Review.

MAN'S LIFE involves birth, breath, warmth, strength, love, the finite, death, etc. With *MIND* we join thought, study, training, learning, etc. Schools are known as primary, graded, grammar, high, common, public, union, select, model, private, family, district, parish, boarding, normal, charity, etc. In school and college are masters or teachers, tutors or helpers, monitors, pupils or learners, juniors, seniors, scholars, classes, ushers, fellows, etc.

2. Schools use books, slates, pençils, quires and reams of paper, quills, pens, inks, colors, chalk, crayons, rubber, cards, charts, maps, registers, reports, fossils, ferules, birch, medals, mottoes, lexicons, bells, clocks, desks, etc. At recess there are many games or plays, such as base-ball, foot-ball, tennis, cricket, hockey, graces, tag, leap-frog, etc. At play, you should be active or brisk, honest, jocund, blithe or merry, kindly, and truthful.

3. Boys should be trusty, sure, sober, busy, diligent, prompt, early, liberal, prudent, sensible, frugal, decided, and manly. They should not be indolent or lazy, tardy, sleepy, idle, ignorant, rough, uncivil, mean, stingy, huffy, testy, wily or artful, morose or surly, sullen, cruel, brutal, nor ignoble. Girls may be hale, ruddy, robust, pretty, lovely, bonny, cheery, gay, merry and airy, jolly, apt, smart, witty, polite, mild, quiet, silent, grave, modest, content, homely, simple, discreet, politic, genteel, critical, lenient, sincere, and constant. They should not be austere, abrupt or blunt, sulky, fussy, silly, giddy, finical, proud, noisy, verbose, nor vulgar.

4. You may think, reflect or use earnest thought, study, peruse, arrange, compile, inscribe words, parse, transpose, compose, depict, talk, recount or relate, recite, declaim, discuss, debate, argue, prevail, attain, cheer and charm. Do not loiter or delay, whisper, mumble, grumble, taunt, ogle, gossip, intrude, disgust, distrust or doubt, distort, defraud or cheat, nor extort or gain by wicked force.

5. The words of spoken *LANGUAGE* are formed of letters or oral elements, syllables, and accent. Phonics treats of the elements or sounds of speech, known as tonics or pure tones, subtonics or modified tones, and atonics or breathings. Some of the terms relating to speaking, reading, spelling, and writing are labial, dental, lingual, palatal, harsh, nasal, breath, shrill, low, vocal, orotund, vowel, cognate, sibilant or hissing, feeble, larynx, rhythm, facts, slang, banter, prosy, fervid, graphic, speaker, hearer, verse, piece, epic, essay, etc.

6. The reader should understand pitch, force, quality, rate, rising and falling slides, acute, grave, and other marks, as comma, colon, period, dash, breve or short, macron or long, hyphen, index, caret, bracket, brace, section, etc. Authors should avoid a faulty style. Many words relate to grammar, as parts of speech, noun, number, gender, person, case, sentence, phrase, clause, verb, adverb, adjunct, member, tense, express, inflect, relative, lesson, present, perfect, verbal, dialect, syntax, idiom, linguist, pronoun, positive, mood, copula, construe, singular, plural, future, neuter, supine, govern, would, could, should, name-word, etc.

7. The words used in *DRAWING* are point, line, straight, vertical, curve, broken, figure, plane, surface, solid, angle, acute, obtuse, triangle, square, octagon, circle, radius, arc, chord, ellipse, oval, etc. Class with *NUMBER* the words add, sum, subtract, plus, minus, divide, answer, factor, mixed, naught, integer, indices, interest, digit, method, mean, series, score, surd, solve, sine, second, sixth, cube, cubic, reckon, fourth, fourthly, focus, first, forty, fifth, twice, thrice, third, bisect, trisect, ninth, tenth, quarter, weight, polygon, unit, unity, etc.

8. If we describe the *EARTH* and animal life we will use the words land, place, state, city, parish, province, county, country, canton, tract, region, resort, prairie, croft, glebe, ravine, morass, seaside, steppe, desert, delta, island, isthmus, shore, slope, zone, coast, tropic, torrid, polar, oasis, etc. With climate write hail, rain, snow, storm,

thunder, cloud, tide, neap, ebb, sleet, tempest, içeberg, typhoon, monsoon, spaçe, sphere, planet, north, south, and zenith. Write man, native, raçes, eastern, people, tribe, Indian, crew, nomad, industry, product, and solstiçe. Water forms sea, ocean, bay, tides, river, strait, firth, channel, gulf, canal, creek, cove, loch, lagoon, etc.

9. HISTORY is a written account or regular record of the chief events which concern a people. It is known as general, brief, sacred, profane, etc. Annals relate to yearly history. The periods are ages, decades, epochs, etc. History relates to the public, the poor, lowly, lonely, fierçe, crafty, wary, artful, and corrupt, as well as to the keen, daring, notable, famous, heroic, lofty, loyal, and noble. It concerns nations, leaders, despots, kings, queens, gentry, senate, congress, emperor, empress, earl, knight, tyrant, esquire, judge, justiçe, council, charter, count, countess, duke, duchess, çensor, lord, lady, scepter, throne, monarch, diadem, trophy, viscount, sultan, çitizens, sedition, revolt, combat, prowess, etc.

10. Many devout people kneel, pray, fast, give alms, praise God, implore, beseech, adore, invoke, sing hymns and psalms, chant, etc. *MUSIC* is the art of so using sounds as to please the ear. Write the words lay, strain, bass, scales, laud, duet, solo, anthem, and octave. *RELIGION* regards God as the object of love and worship. It is any system of faith, and so it may be true or false. God is the Deity, the Eternal, our Maker, and our Father in heaven.

11. Jesus is called the Christ, the Savior, Judge, Lamb of God, Son of Man, etc. The Holy Spirit is known as the Holy Ghost, and the Dove. Certain powers in fable, as fay, fairy, were called good. Satan, fallen angels, and devils are called evil spirits. The Koran is the Bible of many peoples. Places of worship are named church, chapel, grove, temple, mosque, abbey, etc. Those employed in sacred worship are priest, rabbi, scribe, monk, pope, pontiff, cure, clergy, parson, prelate, preacher, prophet, speaker, singer, hearer, deacon, seer, noviçe, laity, layman, abbot, abbess, apostle, curate, hermit, etc.

IV. BUSINESS.

1. SOUNDS OF A.

93. ā*i*m gā*u*ġe grānġe mā'so*n* plān'ing
drāke fā*i*l swāġe bā'e*o*n mān'ġer spād'ing
sh*ā*ke lā*y* tā'pēr lā'çing e*l*ā*y*'eў ch*ā*s'ing
ch*ā*se stā*y* trād'ēr pāl'ing e*l*ā*y*'ish stā'bling

94. lā*d*e rā'zor wā'ġeş fā*i*l'ūre a cres
tāleş vā*l*e e*ā*'per wā'fērş à vā*i*lş' (ā'kērz)
sāleş e*ā*ve e*ā*'ble rā*i*'ş*i*nş es tā*t*e' brāçe'let
stā*y*ş trā*d*e stā'ple ġā*i*'tērş ar e*ā*d*e*' pā*y*'ment

95. ġā*i*n dā*i*'lў ġrāv'er e rās'er rā*i*l'rō*a*d
se*ā*leş stā*i*n dā*i*'rў ch*ā*s'er pō tā'tō pā*i*nt'ing
ā'ġent flā*i*l pās'trў drā'per tō mā'tō lā'bor er
rāk'er lā*th*e tā*i*'lor pā*i*nt'er o*e* tā'vō ā'prĭ e*ŏ*t

96. v*ă*t s*ă*nd'ў t*ă*n'ner fl*ă*n'nel b*ă*l'anç*e*
*ă*n'vil *ă*dz e*ă*n'dў b*ă*n̲k'er pe e*ă*n' bl*ă*n̲k'et
*ă*p'pl*e* s*ă*p *ă*sh'lar ġ*ă*th'er p*ă*t'tērn p*ă*ck'a*ġe*
*ă*ġ'at*e* e*ă*p r*ă*sh'er m*ă*t'ter h*ă*m'per bl*ă*ck'ing

97. br*ă*d r*ă*d'ish t*ă*l'lō*w* b*ă*r'ren l*ă*n'tērn
t*ă*b'let b*ă*ġş ġ*ă*l'lon f*ă*l'lō*w* l*ă*t'tiç*e* m*ă*t*ch*'eş
t*ă*l'ent s*ă*ck p*ă*l'aç*e* b*ă*r'rō*w* tr*ă*f'fi*e* fĭ nănç*e*'
st*ă*t'ūe e*ă*sh t*ă*v'ern h*ă*r'rō*w* h*ă*m'mer tr*ă*ns *ă*et'

98. dr*ă*ġ e*ă*r'rot e*ă*n'vas ġ*ă*m'bler I tal ic
e*ă*s'*tle* st*ă*ck h*ă*s'let br*ă*n'dў ch*ă*f'fer (ĭ t*ă*l'ik)
f*ă*e'tor e*r*ă*s*h m*ă*l'let s*ă*l*m*'*o*n s*ă*d'dler e*ă*p'i tal
h*ă*t'ter e*l*ă*m*p r*ă*b'bet r*ă*n'so*m* pl*ă*nt'er e*ă*m'e r*a*

99. p*ä*r b*ä*r'ter b*ä*r'ber b*ä*r'ġ*a*ĭn f*ä*rm'ing
çĭ ġ*ä*r' m*ä*rl b*ä*r'le*ў* f*ä*rm'er h*ä*r'vest m*ä*rk'ing

g̃är'li*e*	märt	mär'ket	pärt'ner	märs̓h'y̆	f̃är'thing
pär'çel	märs̓h	mär'ġin	är'ti *e*l*e*	pärs'nip	är'tĭ s̱an
100.	a̤*w*l	drȧft	fa̤*u*'çet	beâr'er	*e*a̤l*l*'ing
wa̤nts	sa̤*w*	swa̤t̓h	qua̤r'tō	plȧs'ter	môrn'ing
t̓hôrn	sôrt	s̓hôrts	ôr'c̓hard	pȧst'ūr*e*	dra̤*w*'ing
a̤l'der	wȧft	ôr'*e*h*is*	bȧs'ket	a̤l*l*'spīç*e*	sa̤*u*'saġ*e*
a̤*u*'g̃er	c̓hȧf*f*	*e*ôr'bel	*e*ȧsk'et	*e*ôr'dĭ al	a̤*u*e'tiȯn

2. SOUNDS OF E.

101.	dē*a*l	*w*rē*a*t̓h	s̓hē*a*ves̱	pē*a*k'ed	wē*a*v'er
c̓hē*a*p	pē*a*t	strē*a*m	*e*lē*a*red	dē*a*l'ing	ē̇*a*r'-ring
s̓hē*a*rs̱	s̓hē*a*f	ē*a*'g̃l*e*	*w*rē*a*ths̱	g̃ē*a*r'ing	*e*lē*a*r'ing
s̓hē*a*t̓h	g̃lē*a*n	tē*a*'s̱*e*l	rē*a*m'er	hē*a*t'ing	wē*e*d'ing
102.	*e*lē*a*t	splē*e*n	w̓hē*e*z*e*	de *e*rē*e*'	strē*a*k'ĕd
rē'al	lē*a*s*e*	hē*e*l*e*d	squē*e*z*e*	*e*ăs̓h *i*ēr'	dis *e*rē*e*t'
ē*a*'s̱*e*l	tē*a*s̱*e*	dē*a*l'er	wē*e*k'ly̆	dĭs̱ ē*a*s̱*e*'	ē'v*e*n ing
rē'tā*i*l	plē*a*d	rē*a*p'er	slē*e*p'er	bre v*i*ēr'	me rï'nō
103.	br*i*ēf	quē'ry̆	prē'fix	re pē*a*l'	spe cie
flē*e*ç*e*	rē*e*d	t*i*ērç*e*	re l*i*ēf'	re çē*ip*t'	(spē's̓hĭ)
sē*i*z*e*	g̃rē*e*n	clique	po lïç*e*'	re l*i*ēv*e*'	frē'quent
fr*i*ēz*e*	g̃ē*e*s*e*	(klēk)	ma rïn*e*'	ar rē*a*rs̱'	t̓hē'a ter

LANGUAGE LESSON.

[*Pupils will learn what is said of AN ADVERB, page* 19. *Show them how* ADVERBS *belong to or go with* VERBS, *just as* ADJECTIVES *go with* NOUNS.]

PARTS OF SENTENCES.

AN ADVERB is̱ ȧ modifier that ġenerally belongs̱ to, or is̱ us̱ed with, ȧ verb, an adjective, or anȯther adverb. In this sentençe, "*Quite* young boys̱ *often* run *very swiftly*," it is̱ plain that thē adverbs̱ *often*

and *swiftly* belong to the verb *run*, that thē adverb *very* modifieş thē adverb *swiftly*, and that thē adverb *quite* belonşş to thē adjective *young*.

Adverbş are ġenerally formed from adjectiveş by adding *ly*; aş, sure, sure*ly*; noble, nob*ly* (dropping thē *e*); weary, weari*ly* (ċhanġing *y* into *i*), etc. Many adverbş are formed with *a* before them, whiċh meanş *on*; aş, He went *afoot*, *on foot*. Often the samē word, without ċhanġe of form, iş uşed both aş an adjective and aş an adverb; aş, Thē *ill* king treated the prinċess very *ill*.

Adverbş are eaşily known. They never modify name-wordş. They ġenerally ġo with a verb, an adjective, or an adverb. They uşually answer to "When?" "How?" or "Where?"

Pronounċe the following wordş aş a ċlass exerċiśe, and spell them both by their letterş and their soundş.

MODIFIERS.

mȳ	the	ġlăd	mŭċh	vĕr'y	slōw'lȳ	be fōre'
ōld	(thŭ)	wīld	down	tĭm'id	răth'er	a broad'
tōō	lāte	thăt	quīte	fụl'lȳ	a'wāyş	quĭck'lȳ
nŏt	lōng	sōōn	yo͝ung	săd'lȳ	wēek'lȳ	mĕr'rĭ lȳ
yĕt	rīpe	pōōr	quāint	late'lȳ	swēet'lȳ	ċēr'tain lȳ

SENTENCE-BUILDING.

WRITE the following sentenċeş and fill the blanks from thē above modifierş. Then read eaċh ċompleted sentenċe and name every modifier, telling what word it modifieş; thus, *Very rare birds rarely sing so sweetly.* Here *very* iş an adverb modifying *rare*. *Rare* iş an adjective modifying the noun *birds*. *Rarely* iş an adverb modifying the verb *sing*. *So* iş an adverb modifying *sweetly*. *Sweetly* iş an adverb modifying *sing*.

1. The ——— *thrush sings* ———. *2. Write quickly. 3. John wrote too* ———. *4. Mary wrote* ——— ——— ———. *5.* ——— *hares are* ——— *timid. 6. Glad bells ring* ———. *7. The robins had* ——— *arrived. 8. He planted his late corn* ——— *late. 9. The child read* ——— *well. 10. Peaches are not* ——— ——— *yet. 11. We will go abroad* ———. *12. The paper is printed* ———. *13. I had* ——— *a friend in* ——— ——— *dog Tray. 14. I had* ——— *seen that* ——— *church* ——— *before. 15.* ——— *and* ——— *we laid him* ———. *16. Children's voices* ——— *singing* ——— *make* ——— *parents' hearts.*

104.	sĕl*l*	mĕl′on	pĕḡ*ge*d	bĕr′rĭ*e*ş	rĕn′net
ƭhrĕsh	frĕt	lĕm′on	sĕl*l*′ing	ĕx′tra*e*t	prĕf′aç*e*
trĕnƈh	pĕlt	pĕn′nў	spe cial	hĕ*a*d′er	spĕnd′er
fĕl′lў	çĕnt	vĕnd′er	(spĕsh′al)	lĕ*a*th′er	pĕd′dler
105.	pĕƈk	tĕn′ant	ef fĕets′	yĕl′lō*w*	mĕ*a*d′ō*w*
wĕ*dġe*	wĕld	rĕd′top	in dĕnt′	ĕd′it or	wĕ*a*th′er
slĕ*dġe*	hĕmp	dĕ*b*t′or	e vents′	dĕf′i çĭt	prĕs*s*′ing
tĕl*l*′er	dĕlv*e*	bĕḡ′ḡar	stĕr′ĭl*e*	ĕd′i fĭç*e*	nĕƈk′laç*e*
106.	ƈhĕs*s*	fĕn′nel	ĕm′er ў	wĕld′ing	ƈhĕƈk′erş
bĕv′el	ƈhĕƈk	pĕp′per	çĕl er ў	fĕnç′ing	ex prĕs*s*′
sĕl*l*′er	lĕv′el	shĕr′rў	let tuce	hĕr′ring	ex pĕns*e*′
·erĕd′it	ho tĕl′	ƈhĕr′rў	(lēt′tĭs)	hĕ*a*d′ing	pre ĕm*p*t′
107.	·eûrl	pẽ*a*rl	fĭr′kin	tûr′k*e*ў	j*o*ûr′nal
hẽrdş	bûr*r*	bĭrƭhs	fẽr′tĭl*e*	bûr′d*e*n	sẽrv′iç*e*
ûrġ*e*	stĭr	vẽrġ*e*	tûr′nip	mẽr′çẽr	ẽ*a*rn′ingş
ƈhûrn	fĭrm	dẽ*a*rƭh	sûr′ve*y*	ḡ*h*ẽr′kin	pẽ*a*rl′ash

3. SOUNDS OF I.

108.	skȳ	lī*gh*t	spī′çeş	bīnd′er	*e*ȳ*e*′lets
pīn*e*	b*u*ȳ	sī*gh*t	plī′ẽrş	stī′pend	vī′o let
dīm*e*	dȳ*e*	ī′tem	līn′ing	whīt′ing	dī′a rĭ*e*ş
spīr*e*	fīl*e*	dȳ′er	as sī*g*n′	dȳ*e*′tub	drīv′ing
pī′·eȧ	vīs*e*	b*u*ȳ′er	ar rīv*e*d′	drȳ′ing	bīnd′ing
109.	dĭḡ	tĭl*l*′er	prĭnt′er	smĭƭh′ў	bĭs′·e*u*ĭt
·erĭmp	ġĭl*l*	bĭl′let	mĭl*l*′er	ĭn̲k′ing	bĭt′stŏƈk
brĭ*dġe*	bĭl*l*	ƈhĭş′el	pĭ·et′ūr*e*	tĭnt′ing	busi ness
sprĭng	bĭts	nĭƈk′el	whĭs′kў	dĭḡ′ḡing	(bīz′nes)
110.	trĭm	swĭv′*e*l	tĭl*l*′aġ*e*	shĭl′ling	brĭnd′ed
swĭ*t*ƈh	drĭl*l*	ḡĭm′let	ḡĭld′er	pĭƈk′ing	dĭs′tanç*e*
lĭn′tel	tĭnts	b*u*ĭld′er	ḡ*u*ĭn′e*a*	drĭl*l*′ing	pĭḡ′ment
sĭḡ′nal	ƭhĭl*l*ş	ḡlĭs*t*′*e*n	ġĭn′ġer	dĭs′·eount	prĭnt′ed

LANGUAGE LESSON.

[*For a BLACKBOARD REVIEW, the teacher will write the List of Modifiers and complete the Sentences in Word-Building, as the class suggest, giving only the needed aid.*]

HOW TO USE ADVERBS.

ADVERBS are compared like adjectives, see page 78. Thus we say, *Soon, sooner, soonest.* Some are irregular; as, *Badly, worse, worst.* Many adverbs—as *now, to-day, then, chiefly*—can not be compared.

Use determines the *part of speech.* Thus we say, *He ran home,* and the name *home,* as it here modifies the verb *ran,* is an *adverb,* not a *noun.*

Use adverbs WHERE *they most clearly express the real meaning.* Thus, I *often* think of dying; not, I think of dying *often.* Do not put an adverb between *to* and its verb. Say, We hope *to visit* you *often;* not, We hope *to often visit* you. Use the *right form* of the *adjective* or of the *adverb,* and do not put one in place of the other. Say, You drive too *slowly;* not, You drive too *slow:* The boys feel *fine;* not, The boys feel *finely,* etc.

MODIFIERS.

six	more	rē'al	trŭ'lў	sĭm'ple	rē'al lў
săd	least	vĕr'ў	lärg'er	shăg'gў	swēet'lў
rĭch	worse	tāst'ў	nēar'er	sōōn'est	brĭght'lў
sŭch	swēet	hāst'ў	răth'er	elēar'lў	chärm'ing
mŭch	brĭght	shōw'ў	hŭn'grў	swĭft'lў	con tĕnt'ed

SENTENCE-BUILDING.

WRITE the following sentences, and fill in the blanks from the above modifiers. Then select the *adverbs,* give their *degree of comparison,* and tell what words they modify. Work the *adjectives* in like manner, and tell why the *form* of the *adjective* or of the *adverb* is better.

1. The ——— *pony ran* ——— ———. *2. Your house is* ——— ——— *than ours. 3. This coat is* ——— *sewed than ever. 4. The shots came* ——— *and* ———*the mark. 5. Kate was* ——— *vexed than Mabel. 6. Dan was the* ——— *contented of the* ——— *boys. 7. He* ——— *made* ——— ——— *mistakes. 8. I hope to go* ——— *of all. 9. The stars look* ———. *10. Blazing fires shine* ———. *11. Honey tastes* ———. *12. Amy smiles* ———. *13. I am* ——— *hungry. 14. It is a story of* ——— *life. 15. He did not* ——— *see the end of* ——— ——— *acts. 16. She chose a* ——— *and* ——— *dress* ——— *than a* ——— *and* ——— *one.*

111. vĭl'lȧ	ĭm'pōst	çĭt'ron	shĭn'gle	ġўp'sum
rĭv'en	rĭv'et	ĭn'lănd	rĭb'bon	smĭt'ten	nĭp'perş
gĭv'en	ȧ tĭlt'	ĭn'vôĭçe	mĭn'ion	spin ach	tĭl'a ble
ĭn'gōt	ȧ mĭd'	ĭn'ėome	ĭn'dĭ gō	(spĭn'ej)	tĭm'o thy

4. SOUNDS OF O.

112. sō*w*	sewed	fō'lĭ ō	prō'test	prō'çēedş
serōl*l*	mō*w*	(sōd)	brōk'er	stōr'aġe	pōst'aġe
lō'eal	tōl*l*	fōrġ'er	mō*w*'er	wōv'en	pōst'man
tō'ken	rō*a*n	ėō'ėō*a*	blō*w*'er	mōlt'en	pōr'trā*it*
113. fōrd	de pō*t*'	fōld'ing	Rō'man	pō*ul*t'rў
brō*o*ch	fōrġe	ō'e*h*ēr	fōld'erş	pōst'er	dōe'skin
bō'rax	stōve	pōr'ter	hōe'ing	ėō'le ŭs	flō*o*r'ing
hōv'en	grōve	grō'çer	sō*w*'ing	erō*w*'bar	fōre'man
114. plŏd	dŏl'lar	ėŏf'fer	blŏt'ter	lŏg'gĭng
shŏck	ėŏst	tŏg'gle	ėŏf'fee	jŏt'ting	fŏr'e*i*gn
ŏl'ĭve	shŏt	prŏf'it	ėŏst'lў	Gŏth'ie	wąd'ding
ėŏp'ў	fŏnt	ŏf'fĭçe	ėŏn'çērt	I ŏn'ie	de pŏş'it
115. bŏnd	Dŏr'ie	swąmp	ŏr'anġe	ėŏb'bler
nŏv'el	mŏs*s*	bŏg'gў	wąl'nut	vŏl'ūme	ėŏt'taġe
hŏv'el	stŏck	jŏb'ber	hŏp'per	sŏlv'ent	ėŏm'pōst
flŏr'in	erŏps	fŏd'der	dŏg'gĕd	mŏn'ster	ch*h*ŏp'ping
116. rụşe	eruse	rouge	ėōōp'er	in sure
bōōth	tōōl	grọu*p*	(rọzh)	brew er	(in shọr')
frụ*it*	ėōōp	çhute	ọu'şel	(brọ'er)	fes tōōn'
ȧ dọ'	lōōm	(shọt)	rōōst'er	r*h*ụ'bärb	ear tōōn'

5. SOUNDS OF U.

117. hūeş	ȧ ėūte'	mĭ nūte'	dĭs pūte'	newş'bôў
flūeş	sū'et	vo lūte'	deū'çĕd	pûr'sū*it*'	seŭlp'tor

tūbeş	news	å mūşe′	stū′dĭ ō	pro dūçe′	stŭb′ble
slūiçe	(nūz)	re fūşe′	eū′po lå	ma nūre′	shŭf′fled
118.	eŭt	tŭr′ret	eŭs′ped	rŭb′ble	Sŭn′day
mŭck	seŭd	ŭp′per	eŭt′ŏf*f*	eom′fit	Mon′day
snŭf*f*	rŭsh	tŭs′sle	eŭt′ting	lŭm′ber	mon*th*′lў
dŭcks	hŭsk	eol′orş	bŭn′dle	fŭr′rō*w*	mŭs′tard
119.	hoŏk	eov′er	bu*tch*′er	sŭb′ûrb	bul*l*′ock
gōŏdş	smŭt	eŭt′ter	buşh′ing	nŭt′meg	Tŭs′can
buşh′el	fŭndş	fŭn′nel	ŭp′land	bull ion	mon′eўş
foŏt′ed	dŭe′at	mon′eў	rŭn′ner	(bul′yŭn)	bŭt′trĕs*s*

6. OTHER SOUNDS.

120.	eôĭn	pôĭnts	dow′el	dis jôĭn′	pow′der
fount	hôĭst	å drôĭt′	trow′el	å bound′	houş′ing
pound	ôĭl′er	jôĭnt′er	out′sīde	a-e eount′	eount′erş

Dictation Review.

FARMING iş the *TILLAGE* or working of the ground for erops. It ineludeş work by the farmer or hiş foreman and laborerş, such aş chopping, logging, picking, elearing, fençing, plowing, marking, planting, drilling, sowing, hoeing, weeding, eutting, reaping, mowing, raking, gleaning, binding into sheaveş, harvesting, driving, drawing, houşing, threshing, stabling, milking, etc. A grange iş a house for storing grain, a barn, or a farm with its buildingş. Write dairy, rennet, churn, stock, herdş, merino, fleeçe, rooster, and bullock.

2. Landş may be wild or eleared, tillable, upland or swamp, meadow, pasture, orchard, mossy, sandy, marshy, boggy, elayey, etc. Fallow sterile or barren lands, and uşe manure, such aş marl, gypsum or plaster, muck, eompost, etc. Farmerş uşe a harrow, barrow, roller, reaper, mower, erowbar, and flailş, hamperş or large baskets, bagş, sacks, etc.

3. On fertile, fruitful, or rich landş, the planter, or large farmer, haş eorn, wheat, barley, potatoeş, tomatoeş, earrots, parsnips, turnips, spinach, rhubarb, çelery, lettuçe, cherrieş, berrieş, appleş, melonş, redtop, timothy, elover, hemp, etc. Write thornş, chaff, alder, teaşel,

orchis, swaths, fennel, radish, garlic, gherkin, pepper, coleus, fodder, and billets of wood.

4. Finance is the income or moneys of a state or ruler, or the public funds. *SPECIE*, coin, or hard money, is copper, nickel, silver, or gold, stamped at public mints and used in trade. The names are cent, dollar, dime, eagle, farthing, penny, shilling, pound, guinea, guilder, florin, ducat, etc. A nickel is a small coin, of the value of one cent, two cents, or five cents. Bullion is gold or silver in ingots or wedges, in bars, or in the mass.

5. A mart, or market, is a place of traffic or sale. *TRADE* is every kind of dealing, either in the produce of land, in goods and wares, or in money or bills: also, the common business learned and carried on for one's living or for profit; as, the *trade* of a mason, painter, dyer, hatter, saddler, printer, gilder, binder, brewer, cobbler, cooper, draper and tailor, etc. Trade is foreign, home, inland, staple, retail, etc.

6. Each man has his pursuit, office, or calling; as, a banker, cashier, teller, editor, broker, trader, vender or seller, builder, buyer, factor or agent, jobber, runner, peddler, grocer, porter, butcher, beggar, gambler, forger, etc. Write bills, invoice, transact, deposit, receipt, account, bond, par, draft, cable, railroad, selling, auction, margin, bank, protest, relieve, failure, payment, firm, bearer, insure, sell, cost, cash, credit, gains, wages, earnings, avails, barter, bargain, balance, proceeds, deficit, discount, arrears, partner, and debtor.

7. Many tools are used in the trades; as, a trowel, jointer, drill, bit-stock, pliers, nippers, file, level, wedge, sledge, shears, reamer, mallet, chisel, lathe, gauge, camera, loom, an awl, oiler, anvil, etc. In building occur such words as cottage, hovel, castle, palace, edifice, shingle, flooring, scroll, spire, turret, cupola, Doric, Ionic, Gothic, Roman, etc.

8. The grocer sells tea, coffee, cocoa, citrons, cigars, candy, biscuits, borax, blacking, brandy, shot, powder, allspice, extracts, spices, ginger, nutmegs, olives, herrings, salmon, lemons, oranges, lanterns, matches, tapers, raisins, indigo, whisky, etc. The butcher deals in meats, poultry, suet, haslet, tallow, sausage, etc.

9. I sell such goods as flannels, blankets, wadding, ribbon, doeskin, drilling, etc. With printed books, octavos and quartos, the book-seller deals in pictures, colors, diaries, wafers, tablets, erasers, checkers, chess-boards, etc. Printers use, pearl, minion, brevier, small pica, pica, English, and other fonts or founts of type.

POPULAR WORDS.

PART II.

I. PHYSICAL STATE.

1. SOUNDS OF A.

1.	serāp'er	shāv'ings	gāme'ster	lĕm'on āde'
grāt'er	ra tion	bāse'ment	grāp'er y	vo ra cious
mā'tron	(rā'shun)	chām'ber	phā'e ton	(vo rā'shŭs)
a pron	eām'brie	spa cious	eā'pa ble	ra pā'cious
(ā'pĕrn)	grāçe'ful	(spā'shŭs)	fā'vor īte	ap per tāin'
2.	hāy'mow	pûr vey'	wāist'eōat	tā'ble-lĭn'en
gāi'ter	hāy'eŏck	bro eāde'	wāist'band	tā'ble-eōv'er
dāin'tў	rāi'ment	neigh'bor	shāde'-tree	çham pāgne'
māid'en	strāin'er	strān'ger	whāle'bōne	strāight'wāy
hāy'lŏft	wāit'ress	eāse'ment	tā'ble-elŏth	foun dā'tion
hāy'rĭck	wāin'seŏt	māin tāin'	tā'ble-spōōn	bāy'-wĭn'dōw
3.	răt'i fў	shăb'bў	hănd'sąw	băck'bōne
hăp'lў	săt'is fў	eătch'up	snăp'pish	ban quet
săn'dal	grăt'i fў	băt'ting	eăr'riage	(băṇk'wet)
păl'ate	făm'i lў	brăck'et	frac tious	băck'wąrdş
măṇ'gō	săl'si fў	grăn'ite	(frăk'shus)	băl'us trāde
4.	ăf'fa ble	păs'sage	ăl'i ment	pătch'work
lár'ўṇx	ăġ'i tāte	păn'eāke	tăç'i tûrn	ġrănd'child
săl'lōw	ăn'i mal	flăġ'ging	săt'is fīed	ġăs'mē'ter
săv'age	păr'a sol	grănd'sŏn	ex ăct'lў	eăs'si mēre
eăl'i eo	măn'tle	măt'ting	ve răn'dà	as păr'a ġus
al păe'à	wrăp'per	măt'tress	ex ăm'ine	ġrănd'fā'ther

5.	erŭck'er	eăn'o pў	hănd'sŏme	and i ron
ă dăpt'	eăs'sock	băl'eo nў	străp'ping	(ănd'ī'ĕrn)
ă băsh'	hăs'sock	ġăl'ler ў	sănd'wĭch	flat i ron
era văt'	de eămp'	ġrăn'a rў	bŭch'e lor	(flăt'ī'ĕrn)
de tăch'	re lăpse'	băl'us ter	ġrăt'i fīed	handkerchief
ex pănd'	ex pănse'	eăn'is ter	es tăb'lish	(hăṇk'erchĭf)
6.	dis eärd'	eälf'skin	bäth'rōom	mus täçhe'
tär'tan	en lärġe'	ċhär'eōal	ärm'ċhâir	hälf'-sĭs'ter
är'ter ў	sär'dīne	ġāunt'let	dis ċhärġe'	ă pärt'ment
un bär'	lä*u*n'drў	ba nä'nă	dĭs're ġärd'	mär'tin ġal
de pärt'	här'ness	fä'ther lў	är'ti ċhōke	mär'ma lāde
diş ärm'	ġär'ment	bärn'-yard	bär'ba roŭs	eärd'-bäs'ket

LANGUAGE LESSON.

[*This Lesson affords several CLASS EXERCISES in Pronunciation and in Oral and Written Spelling.*]

GENDER.

GENDER iş the form of ă word whiċh marks the *kind* or sex. The **Masculine Gender** marks the male sex: the **Feminine Gender**, the female sex: aş, *Man, lion, he; woman, lioness, she.*

The two ġenderş are distinġuished in *four* wayş: *1st.* The nameş differ whōlly; aş, *Mark, Kate; king, queen; horse, mare.* *2d.* By different wordş in eompound nameş or in phraseş; aş, *Frenchman, Frenchwoman; school-boy, school-girl; he-goat, she-goat; male elephant, female elephant.* *3d.* The *endings* differ; aş, Jew, Jew*ess*; Franç*is*, Franç*es*; widow*er*, widow. *4th.* By *he, his, him*, for the măsculine, and *she, her, hers*, for the fĕminine; aş, Ask *him* that fleeth, and her that eseapeth, and say, "What had *he* done?"

In some wordş the syllable *ess* iş simply added; aş, auṫhor, auṫhor*ess*; deaeon, deaeon*ess*: in otherş, thē end iş ċhanġed without adding ă syllable; aş, aetor, aetress; founder, foundress; tiger, tigress.

Pronounçe, spell, write, and *learn* the following

GENDER FORMS.

1. Baċh'e lor, mā*i*d; beau (bō), bĕl*le*; bŏy, ġirl; brīde'ġrōom, brīde; brōth'er, sĭs'ter; bŭck, dōe; bō*a*r, sow; bu*ll*, eow; eŏck, hĕn; eōlt,

fĭl'lў; dŏg̃, bĭtch; drāke, dŭck; ẽarl, count'ess; fä'ther, mȯth'er; frī'ar, nŭn; g̃ăn'der, g̃ōōse; g̃rănd'sīre, g̃răn'dăm; härt, rōe; hôrse, mâre; hŭs̱'band, wīfe; kĭng, quēen; lăd, lȧss; lôrd, lā'dy; māle, fē'māle; măn, wọm'an; mȧs'ter, mĭstress; Mr. Mĭs'ter, Mrs. Mistress (mĭs'sis); mȯn̲k, nŭn; nĕph'ew, niēçe; pä pä', mäm mä'; rāke, jĭlt; răm, ewe (yọ); sīre, dăm; sīr, măd'am; sȯn, da̲ugh'ter; stăg̃, hīnd; stēer, hĕif'er; ŭn̲'ele, äunt; wĭz'ard, wĭtch; yọuth, dăm's̱el *or* māiden.

2. Bĭl'lў-g̃ōat, năn'nў-g̃ōat; bŭck'-răb'bit, dōe'-răb'bit; eŏck'-spăr'-rōw, hĕn'-spăr'rōw; Dŭtch'măn, Dŭtch'wọm'an; En̲'g̃lish man (ĭng'-g̃lish), En̲'g̃lish wọm'an; g̃rănd'fä'ther, g̃rănd'mȯth'er: ġĕn'tle man, ġĕn'tle wọm'an; hē'-beâr, shē'-beâr; hē'-g̃ōat, shē'-g̃ōat; l'rish măn, l'rish wọm'an; lănd'lôrd, lănd'lā'dў; măn'-sĕrv'ant, māid'-sĕrv'ant; mĕr'măn, mĕr'māid; Mr. Marsh, Mrs. Marsh; pēa'eŏck, pēa'hen; sehōōl'-bôў, sehōōl'-g̃īrl; sehōōl'-mȧs'ter, sehōōl'-mĭs'tress; sĕrv'ing-man, sĕrv'ing-māid; Wĕlsh'man, Wĕlsh'wọm'an.

3. Ab'bot, ăb'bess; ăet'or, ăet'ress; ad vĕnt'ūr er, ad vĕnt'ūr ess; am băs'sa dor, am băs'sa drĕss; är'bi ter, är'bi tress; ärch'er, ärch'er-ess; a̲u'di tor, a̲u'dĭt ress; a̲u'thor, a̲u'thor ess *or* a̲u'thor; bĕn'e făe'tor, bĕn'e făe'tress; eā'ter er, eā'ter ess; chȧnt'er, chȧnt'ress; eom mȧnd'er, eom mȧnd'ress; eon dŭet'or, eon dŭet'ress; eount, eount'ess; ere ā'tor, ere ā'tress; dēa'eon, dēa'eon ess; dē'mon, dē'mon ess; de trăet'or, de trăet'ress; dŏe'tor, dŏe'tor ess *or* dŏe'tress; dūke, dŭch'ess.

4. Ea'g̃le, ēa'g̃less; ĕd'it or, ĕd'it ress *or* ĕd'it or; ĕm'per or, ĕm'-per ess *or* ĕm'press; ĕm'ū lā'tor, ĕm'ū lā'tress; en chȧnt'er, en chȧnt'-ress; ex̣ ăet'or, ex̣ ăet'ress; found'er, found'ress; ġī'ant, ġī'ant ess; g̃ŏd, g̃ŏd'dess; g̃ȯv'ern or, g̃ȯv'ern ess; g̃uärd'i an, g̃uärd'i an ess; *hêir*, *hêir'ess*; hēr'mit, hēr'mit ess; hē'ro, hĕr'o ĭne; hōst, hōst'ess; ī dŏl'-a ter, ī dŏl'a tress; in strŭet'or, in strŭet'ress; in vĕnt'or, in vĕnt'ress; Jew, Jew'ess; läun'der er, läun'dress; māy'or, māy'or ess; mĭn'is ter, mĭn'is tress; mŏn'äreh, mŏn'äreh ess; mŏn'i tor, mŏn'i tress.

5. Mûr'der er, mûr'der ess; nē'g̃ro, nē'g̃ress; of fĕnd'er, of fĕnd'-ress; pā'tron, pā'tron ess; pēer, pēer'ess; pō'et, pō'et ess; priēst, priēst'ess; prī'or, prī'or ess; prŏph'et, prŏph'et ess; pro prī'e tor, pro-prī'e tress; pro tĕet'or, pro tĕet'ress; shĕp'herd, shĕp'herd ess; so lĭç'-it or, so lĭç'it ress; sŏng'ster, sŏng'stress; sôr'çer er, sôr'çer ess; sūit'or, sūit'ress; sŭl'tan, sul tā'nȧ; tāi'lor, tāi'lor ess; tī'g̃er, tī'g̃ress; trāi'-tor, trāi'tor ess; vĭe'tor, vĭe'tor ess *or* vĭe'tress; wĭd'ōw er, wĭd'ōw.

7.	ab sôrb′	dą*ugh*′ter	tą*lk*′a tĭv*e*	broą*d*′elŏ*th*
ą*l*′mōst	for lôrn′	eau tious	fôrt′ū nat*e*	frą*ud*′ū lent
ą*l*′wāy*s*	eon fôrm′	(ką′*sh*ŭ*s*)	ō′ver hą*ul*′	lą*wn*′-mō*w*′er
môr′sel	ap plą*ud*′	wą*ll*′frų*it*	trans fôrm′	hôrs*e*′răd′i*sh*
fôr′mer	de bą*uch*′	ex haust	eôr′pu lent	eą*u*′lĭ flow′er
à broą*d*′	ą*wk*′wą*rd*	(egz hąst′)	stą*ll*′-g*u*ärd	wą′ter-mĕl′on
8.	bâr*e*′lў	seârçe′lў	en hânçe′	hēr*e* âft′er
à wâr*e*′	pâr′ing	*sh*âr′ing	ad vânçe′	elâs*s*′-māt*e*
be wâr*e*′	eâr*e*′ful	stâ*ir*′-rod	stâ*ir*′eāse	elâs*s*′-rōōm
âft′er	pre pâre′	draughts	stâ*ir*′wā*y*	hâ*ir*′-brŭ*sh*
re pâst′	un mâsk′	(drâfts)	â*ir*′-pump	thêre′à bout′
sûr pâs*s*′	un elâsp′	en *ch*ânt′	whêre′fōr*e*	whêre′à bout′

2. SOUNDS OF E.

9.	rat tē*en*′	nan kē*en*′	fēed′-dōor	*kn*ēe′-jŏĭnt
bē*a*′ver	ē*at*′a ble	çhe mĭ*s*e′	bē*a*rd′les*s*	squē*a*m′i*sh*
trē*a*′el*e*	vē′hĭ el*e*	*kn*ēe′-pan	pē*ɑ*çe′a ble	tē*a*′-ket′t*le*
bōōt ē*e*′	fēed′-box	bēef′ste*a*k	ē*a*′*s*y-*ch*â*ir*	vē′he ment
sa tē*en*′	tē*a*′spōōn	frē*e*′stōn*e*	su pē′ri or	wē*a*′rĭ sòm*e*
mo rē*en*′	snē*a*k′ing	kē*y*′-stōn*e*	ma tē′ri al	in ē′brĭ āt*e*
10.	tĕr′ra*ç*e	nĕ*ck*′-tĭ*e*	sĕn′si ble	ġĕn′t*le*-man
jĕl′lў	vĕst′ūr*e*	sĕl′vĕ*dġ*e	pĕt′ū lant	ĕn′er ġĕt′ie
flĕ*sh*′y	stĕp′-sòn	nĕ*ck*′la*ç*e	vĕs′ti būl*e*	eăs′sĭ nĕt*te*′
ĕl′bō*w*	neph ew	bĕl*l*′-pu*ll*	ġĕn′er o*u*s	re spĕet′ful
tĕn′don	(nĕf′yu)	hĕ*ad*′stą*ll*	ĕx′çel lent	sue çĕs*s*′ful
tĕm′ple	mĕm′ber	hĕ*ad*′lŏng	dĕs′ti tūt*e*	re vĕnġ*e*′ful
11.	çĕl′e rў	rĕ*s*′o lūt*e*	*th*rĕ*sh*′old	vĕn′er a ble
ĕmp′tў	spĕn′çer	dĕl′i eat*e*	hĕn′-hous*e*	vĕnt′ūr o*u*s
ĕ*dġ*′ing	drĕ*dġ*′er	*ch*ĕ*ck*′er*s*	um brĕl′là	eon tĕnt′ed
ĕn′dĭv*e*	ĕn′trăĭl*s*	çĕs*s*′-pōōl	re çĕp′tion	pro jĕe′tion
nĕt′t*le*	bel lows	ĕn′tranç*e*	af fĕe′tion	meas ures
pĕp′per	(bĕl′lŭs)	ĕg*g*′-plant	at tĕnt′ĭv*e*	(mĕzh′yurz)

12.

săt'i nĕt' rĕl'a tĭve sĕn'si tĭve flĕsh'-brŭsh
la pĕl' bĕd'ding bĕv'er a*g*e ere*d*'ū lo*u*s bre*a*st'-plāte
bĕd'rid dwĕl'ing do mĕs'tie un sĕt'tled nĕck'er *ch*ief
hĕl'met bĕd'rōom vest'ment bre*a*st'bōne re frĕsh'ment
le*a*th'er bĕd'stĕ*a*d nĕck'elŏth he*a*d'-dress bĕd'*ch*ām'ber
lĕg'ĭnş brĕth'ren brĕ*a*k'fast he*a*d'strŏng drĕss'ing-cāse

13.

sĭr'lôĭn *sh*ĕr'bet mĕr'çĭ ful sûr'çin ğle
kĭr'tle fûr'naçe eûr'taĭn nûrs'e rў ō'ver tûrn'
ğĭrd'le in fĭrm' sûr'plĭçe work'-box ex tĭr'pāte
jĕr'kin dĕş şĕrt' jo*u*r'neў bĭrd'-eāğe e*u*rb'-stōne
tĕrse'lў pĕr vĕrse' kĕr'*ch*ief fûr'ni tūre de tĕr'mĭne
tûr'ban re şĕrved' pûr'*ch*ase çĕr'taĭn lў dĭs'eon çĕrt'

3. SOUNDS OF I.

14.

vī'ands *eye*'brow un quī'et sīde'bōard
ī'ris *eye*'ball be tīmes' en tīre'lў *k*nīfe'-rest
rīp'en *eye*'lash sīde'walk spīçe'-box ex çīt'a ble
å fīre' dĭs līke' tīre'sōme nī*gh*t'-cap frў'ing-pan
å sīde' be sīdes' frī*gh*t'ful fīre'-plāçe dīn'ing-rōom
å bīde' blīnd'erş spri*gh*t'lў līme'stōne *w*rīt'ing-desk

15.

pĭet'ūre breech es ğrid i ron trĭm'mingş
pĭck'le sĭn'ew ў (brĭch'ez) (ğrĭd'ī'ûrn) ĭll'lŏok'ing
pĭl'lō*w* vĭct'*u*alş whĭsk'erş rĭ*dg*e'-pōle ĭll'-fā'vored
lĭn'seў *ch*ĭck'en lĭnch'pin pĭtch'fôrk ĭll'-nāt'ūred
liq uor swĭtch'el bu*i*ld'ing kĭn'dlingş *th*ĭb'et-elŏth
(lĭk'ûr) kĭp'-skin wĭnd'lăss bill iards sĭt'ting-rōom
snĭck'er blĭnk'erş wĭnd'pīpe (bĭl'yärdz) ĭn'ter e*o*urse

16.

*ch*ĭl'dren sprĭnk'ler breech ing of fi cious
lĭn'enş vĭn'e ğar strĭn'ğent (brĭch'ing) (of fĭsh'us)
dĭn'ner ĭn'so lent *w*rĭst'bănd ĭr'ri ta ble nĭğ'ğard lў
vĭş'it or af flĭet'ed tĭm'or o*u*s ĭm'ple ment dis fĭğ'ūred

bĭs'*eu*ĭt	ćhĭm'ne*y̆*	man tĭl'lȧ	ɛon vĭv'ĭ al	wĭl'der ness
tĭck'ing	ḡĭng'*h*am	par ti tion	de lĭr'ĭ *o*ŭs	de fi cient
pĭġ'*e*ȯnş	whĭm'per	(par tĭsh'un)	mĭş'er a bl*e*	(de fĭsh'ent)

4. SOUNDS OF O.

17.	ō*a*t'mē*a*l	ō'ver ạllş	sō*a*p'sudş	ɛlōth*e*ş'-pin
lō*a*v*e*ş	pōs'tern	dō*o*r'-wā*y*	ab dō'men	ɛlōth*e*ş'-pōst
ɛō*u*rs*e*	fōr*e*'ärm	dō*o*r'-stop	de ɛō'r*o*ŭs	ɛlōth*e*ş'-pres*s*
ƭhō'rax	ɛlōth'ing	dō*ugh*'nut	fe rō'cioŭs	ɛlōth*e*ş'-hŏŏk
brō'ḡan	lōn*e*'sȯm*e*	so cia ble	ɛō*a*ćh'man	ɛlōth*e*ş'-brŭsh
bōl'ster	shō*u*l'der	(sō'sha bl)	dō*o*r'-plāt*e*	de pōrt'ment

LANGUAGE LESSON.

[*The first part of this Lesson to Sentence-Building should be used as a READING EXERCISE for young pupils.*]

HOW TO USE GENDER.

In Eṉḡlish, ġender modifieş only nouns and pronouns, and the pronouns are of the same ġender aş the nouns for which they stand. While ġender iş important in ɛonneɛtion with the forms and the spelling of nouns, see paġe 94, it iş more important aş affeɛting the ɛorreɛt use of the pronouns *he, she, it,* and their variations. Of theşe, *he* iş *măsculĭne, she* iş *fĕminĭne,* and *it,* aş it stands for ƭhingş without sex, or whoşe sex iş unknown or of no aɛɛount, iş said to be in the *neuter* ġender—that iş *nēither* măsɛulĭne nor fĕminĭne.

When ȧ siṉḡular noun iş so uşed aş to imply personş of boƭh sexeş, the pronoun which repreşentş it iş ɛommonly *masculine;* aş, Every *person* haş *his* faults. Such siṉḡularş aş *parent, friend, neighbor, thief, liar, lover,* unless ɛlearly applied to one of the *female* sex, are always *masculine;* aş, A true *parent* loveş *his* ćhildren.

To all *persons* and to *brute animals* we asɛribe sex. But the pronoun *it* iş often uşed for young ćhildren and for young or small animalş; aş, Baby wants *its* food; John seized the snake by *its* tail. *It* in some ɛaseş iş uşed without referençe to the ġender; aş, Who iş *it?* *It* iş I. *It* iş God that avenġeƭh me.

Thingş without animal life, when *personified* or repreşented aş living beingş, are referred to by the pronouns *he* or *she;* aş, *Wisdom* haƭh

builded *her* house: *she* hath furnished *her* table. The *oak* shall send *his* roots abroad. Things noted for size, strength, or grandeur are treated as masculine; as, *the sun, time, anger, war, death, winter.* Things pretty, gentle, graceful, loving, or fruitful are treated as feminine; as, *the moon, a ship,* the *earth, peace,* or *spring.*

GENDER VARIATIONS.

I	we	you	thy	hers	mine	her self'
it	me	our	thou	your	yours	him self'
he	my	she	thee	them	their	your self'
ye	its	her	they	their	it self'	our selves'
us	his	him	ours	thine	my self'	them selves'

SENTENCE-BUILDING.

In sentence-building, remember that *you* is now used instead of *thou. Thou* is found in poetry; and it is much used in the Bible, which is the English of 300 years ago. But *thou* is not now used in speaking to persons.

Learn all that is said in this Lesson, and then fill each *blank* of the following sentences from the *Gender Variations,* giving the reason for each selection.

1. Every friend has ——— *faults. 2. Ask each fair cousin and* ——— *will tell* ——— *all. 3. A person's manners often show* ——— *morals. 4. Let everybody act for* ———. *5. Is* ——— *servant a dog, that* ——— *should do this wicked thing? 6. The darling loves* ——— *nurse. 7. The kitten chases* ——— *tail. 8. The moon is at* ——— *full. 9. The Sun flies forward to* ——— *brother Sun. 10. The snake shows* ——— *forked tongue. 11. Are the plums for you,* ———, ———, ———, ———, *or us? 12. Are the peaches yours,* ———, ———, ———, ———, *or ours? 13. The eagle clasps the crag with* ——— *hooked hands. 14. There the lone owl shall make* ——— *nest and hatch* ——— *young. 15. Dark clouds empty* ——— *upon the earth. 16. Earth yields* ——— *increase. 17. Seek the Lord while* ——— *may be found. 18. Let the wicked forsake* ——— *way. 19.* ——— *eyes shall see the King in* ——— *beauty. 20. In wronging* ———, *we wrong* ———. *21. Brown Exercise claps* ——— *sounding palms. 22. Hope smiles and waves* ——— *flowing hair. 23. Fierce Anger rushing drew* ——— *blade, and quick* ——— *thrust,* ——— *pierced,* ——— *cleft the hated head.*

18.	pŏr′rĭ*dġe*	wh*ạ*t′-not	mŏe′ea sin	blanc mange
wạf′fl*e*	fŏr*e*′*h*ĕ*a*d	con scious	ćhŏe′o lāt*e*	(blō mŏnj′)
pŏp′lin	stŏ*c*k′ing	(kŏn′śhŭs)	eŏf′fe*e*-pŏt	wạśh′-bō*a*rd
bŏd′ĭç*e*	dŏm′i nō	mo rŏe′eo	hŏl′lў hŏ*c*k	hŏs′pi ta bl*e*
bŏd′i lў	dŏm′i çĭl	erŏ*c*k′er ў	wạśh′-stand	ma hŏḡ′a nў
pŏt′tāġ*e*	ŏt′to man	ŏb′sti nāt*e*	eŏn′di ment	ab dŏm′i nal
19.	sûr tọ*u*t′	prụd′iśh	prụ′denç*e*	in tru sion
erụ′et	ean tōōn′	fōōl′e rў	fōōl′iśh lў	(in trọ′zhun)
sa lōōn′	śhal lōōn′	re mọv′al	rụ′mi nāt*e*	ob trụ′sion
ḡal lŏŏn′	bou doir	bōōt′-jă*c*k	mọv*e*′ment	pro trụ′sion
eon tọ*u*r′	(bọ′dwạr)	frụ*i*t′-tre*e*	im prọv′ing	păn′ta lōōnş′

5. *SOUNDS OF U.*

20.	pū′er ĭl*e*	stew-pan	mū′şie-box	eū′eum ber
bŭs′kin	wọ*r*st′ed	(stū′-pan)	bŏŏk′-eās*e*	nū′trī ment
mŭs′çl*e*	sug ar	jū′ve nĭl*e*	brȯth′er lў	mū′şie-rōōm
krŭl′ler	(śhụḡ′ar)	ṫhȯr′ō*ugh*	mŭs′eu lar	mū′şie-stănd
on ion	*k*nŭ*c*k′l*e*	eȯv′et *o*ŭs	sȯm*e*′ṫhing	es cutch eon
(ŭn′yŭn)	eȯm′fort	eȯl′an der	sȯm*e*′time*ş*	(es kŭćh′ŭn)
21.	dŭst′-pan	pụd′ding	mŭśh′rōōm	nŭt′-erăck′er
eŭs′tard	stŭb′born	lŭnćh′*e*ȯn	bŭ*c*k′wh*ē*a*t*	eŭr′rў-eōm*b*
d*o*ŭb′let	pŭmp′kin	skŭl*l*′-eap	sȯm*e*′wh*ê*r*e*	ḡlŭt′t*o*n *o*ŭs
mŭf′fler	cup board	dŭmp′ling	im pŭl′sĭv*e*	in dŭs′trĭ *o*us
lŭs′tring	(kŭb′ûrd)	ḡȯv′ern es*s*	in dŭl′ġent	tr*o*ŭb′l*e* sȯm*e*
be lȯv′ed	bŭ*c*k′ram	pŭṉet′ū al	ŭn eȯm*e*′lў	mŭsk′-mĕl′on
stȯm′a*eh*	bŭ*c*k′skin	re pŭl′sĭv*e*	ȯth′er wīş*e*	n*o*ŭr′iśh ment

6. *OTHER SOUNDS.*

22.	houş′ing	ôĭl′-elŏṫh	pro found′	pro nounç*e*′
ôўs′ter	fount′*a*ĭn	tôĭ′let-set	re nown*e*d′	hous*e*′mā*i*d
bôў′iśh	ćhow′der	hous*e*′hōld	de vout′lў	ôўs′ter-plant

tow'el	cow'hĭd*e*	dou*b*t'lĕs*s*	flow'er aġ*e*	hous*e*'hōld'er
bow'elş	pow'er ful	hous*e*'wīf*e*	cow'ard lў	hous*e*'kē*e*p'er
trou'şẽrş	chow'chow	sour'krout	dow'er less	coun'ter-pān*e*

Dictation Review.

IN *OUR HOUSEHOLD*, or family, father iş ġentleman and householder. Mȯther iş matron and housewife. Our capable and exçellent housekeeper iş ȧ dowerless aunt. Our venerable and hospitable grandfather often aids the destitute. He almost alwayş careş for our needy relatives, for many infirm and bed-rid neighbors, and sometimeş entertainş forlorn and shabby stranġerş. We employ ȧ ḡoverness of superior merit, ȧ waitress and other housemaidş, and ȧ respectful and attentive coachman, of ḡrave deportment. The careful domestics conform to our ruleş and wear decorous clothing. Sonş, daughterş, ḡrandchildren, class-mates, and young viş̧itorş enjoy juvenile sports and sprightly intercourse.

2. One of man'ş *MEMBERS*, or bodily parts, iş thē abdomen, which containş the stomach, and the bowelş or entrailş. The thorax iş the portion of the trun̲k between the neck and abdomen. Man haş ȧ temple, forehead, windpipe, larynx, palate, breast-bone, forearm, shoulder, knee-pan, knee-joint, mustaçhe, an iris, eyeball, eyelash, eyebrow, elbow, and arterieş, sinewş, musçleş, knuckleş, whiskerş, etc. The wordş sallow, voracious, rapacious, ferocious, squeamish, strapping, ḡluttonous, abdominal, corpulent or fleshy, awkward, muscular, uncomely, beardless, disfiḡured, ill-looking, ill-favored, repulsive, ḡraçeful, and handsome, appertain or relate to bodily appearançe or movements.

3. Animal *ALIMENT* or food forms ȧ part of our repast, viandş, or victualş. Meat meanş flesh, fish, veġetableş, eatableş—whatever iş eaten for refreshment, nutriment, or nourishment. My favorite food plants are thē eḡg-plant, çelery, cauliflower, asparaḡus, salsify or oyster-plant, artichoke, cucumber, endive, nettle, onionş, delicate mushroomş, etc. I uşe horse-radish, catchup, man̲ḡo, and chowchow or mixed pickleş. Pepper is my chief condiment.

4. Çhampagne and ȯther wineş and strong liquorş, uşed aş ȧ beveraġe, tend to intoxicate, debauch, and exhaust the drin̲ker. I drin̲k water,

lemonade, sherbet, switchel, chocolate, etc. Write loaves, morsel, paring, pottage, porridge, treacle, oatmeal, sandwich, vinegar, sugar, and sourkrout. For breakfast, luncheon, dinner, and supper, we eat surloin beefsteaks, pigeons, chickens, oysters, chowder, sardines, biscuits, buckwheat pancakes, crackers, waffles, krullers, doughnuts, etc. For dessert, eat wall-fruit, bananas, musk-melons, water-melons, jelly, custard, pudding, marmalade, dumplings, pumpkin pie, blancmange, etc.

5. Raiment, vesture, vestment, or *CLOTHING* is a conscious or sensible want. Men wear a surtout, or overcoat; a jerkin, doublet, waistcoat, or vest; breeches, pantaloons, trousers, brogans, etc. Women wear a mantilla, chemise, bodice or corset, kirtle, head-dress, kerchief, muffler, stockings, etc. All may wear a wrapper, mantle, spencer, girdle, turban, leggins, gauntlets, and wristbands, gaiters, booteeş, sandals, moccasins, etc. We use a neck-cloth, necklace, necktie, neckerchief, cravat, etc. A hassock is a thick mat for kneeling in church. A cassock is a close garment worn by certain clergymen.

6. A pillow, bolster, counterpane, mattress, and other articles for a bed are called bedding. Linens means cambric, towels, sheeting, table-cloths, etc., and the under part of dress. Broadcloth, cassimere, beaver, tartan, moreen, ratteen, and shalloon are woolen. Cassinette, satinet, and nankeen are of cotton and wool. Camlet is made wholly or in part of hair; damask, of silk; and brocade and lustring are wholly of silk.

7. Calico, gingham, ticking, cantoon, nankeen, and batting are cotton. Poplin is of silk and worsted; alpaca, wool with silk or cotton; canvas, hemp or flax; buckram, linen; thibet-cloth hair or wool; and linsey, linen and wool. Write helmet, skull-cap, domino, lapel, handkerchief, sateen, selvedge, curtain, patchwork, whalebone, parasol, and umbrella. Leather goods and trimmings are of buckskin, calf-skin, morocco, goat-skin, sheep-skin, kip-skin, cowhide, etc.

8. Our dwelling-house has a limestone foundation. The walls are freestone trimmed with granite. The entrance is through a veranda and a wainscoted vestibule into a hall, which serves as a passage to the apartments. The winding stairway or staircase has carved balusters and a heavy balustrade. The reception-room, sitting-room, billiard-room, dining-room, and laundry are in the basement. There are projections, bay-windows, casements, chimneys, a canopy, balcony, gal-

lery, postern, parlor, library, muşic-room, bath-room, boudoir, bedrooms, etc.

9. Write the names of articles of *FURNITURE* and utensils as follows: A mahogany sideboard, pictures, bedsteads, dressing-case, arm-chair, easy-chair, writing-desk, toilet-set, clothes-press, clothes-brush, what-not, ottoman, wash-stand, muşic-box, book-case, grater, strainer, scraper, bracket, table-spoon, gas-meter, flatiron, andiron, table-cover, canister, card-basket, hair-brush, tea-kettle, dredger, checkers, bellows, flesh-brush, frying-pan, spiçe-box, charcoal, shavings, clothes-hook, stair-rod, crockery, coffee-pot, wash-board, cruet, stew-pan, nut-cracker, dust-pan, cŏlander, door-plate, domiçil, escutcheon, checker-board, and billiard-table.

10. Write out-building, phaeton, carriage, vehicle, feed-box, stall-guard, windlass, animals, measures, barn-yard, harness, martingal, curry-comb, headstall, surçingle, blinders, breeching, linchpin, pitch-fork, and lawn-mower. We have a terraçe, shade-trees, fruit-trees, side-walks, curb-stones, flagging, water-drains, çess-pool, hay-ricks, grape-vines, a grapery, hen-house, flowerage, wilderness, etc.

11. We should not be fractious, petulant, irritable, ill-natured, or snappish; perverse, obstinate, stubborn, or headstrong; savage, barbarous, officious, troublesome, unquiet, tiresome, wearisome, timorous, clownish, sneaking, etc. We should be affable, brotherly, peaçeable, generous, merçiful, contented, careful, cautious, punctual, industrious, thorough, venturous, energetic, and resolute. We want to be fortunate, sucçessful, gratified, satisfied, renowned, profound, and powerful.

II. SCHOOLING.

1. SOUNDS OF A.

23.	nar rāte′	trans lāte′	ŏp′er ā′tion	ġўm nā′şĭ ŭm
mā′jor	pōr trāy′	ex chānġe′	ăl′li gā′tion	ĕx′pla nā′tion
grāç′eş	cro quet	nāme′sake	ĕl′e vā′tion	eŏn′ju gā′tion
drā′mȧ	(kro kā′)	an cient	vĭş′i tā′tion	dĕs′iġ nā′tion
erā′ter	fāith′ful	(ān′shent)	ăl′ter nā′tion	dĕe′la rā′tion
lā′tent	rāin′bōw	vā′rĭ a ble	ĭn′spi rā′tion	eŏm′pu tā′tion

24.

o rā'tion be hāv'ior ăd'o rā'tion ĕd'i fi ea'tion
nā'dir pro ṣā'ie nar rā'tion see tā'rĭ an ĭm'mo lā'tion
sā'tyr tor nā'do sal vā'tion Mo rā'vĭ an dĕs'e erā'tion
ḡlā'ci*ĕ*r no tā'tion ad jā'cent ăp'pa rā'tŭs al lĭt'er ā'tion
*ch*ās'*te*n ere ā'tion e quā'tion *eo*ŭ rā'*ge*oŭs de lĭn'e ā'tion
Quāk'er ob lā'tion sûr ve*y*'ing sub strā'tum ăr tĭe'ū lā'tion

25.

ex el*ā*im' bās*e*'-vī'ol mē'di ā'tion pŭṇet'ū ā'tion
de tā*i*l' eas e*ā*de' tā'ble-land ôr'di nā'tion e*ŏ*n'vo ea'tion
in sān*e*' ā'*th*e ist pā'ḡan ĭṣm ĭn'vo ea'tion Trĭn'i tā'ri an
ob lāt*e*' pā'trĭ ot vĕr bā'tim ĭn'spi rā'tion e*ŏ*n'se erā'tion
ef fūç*e*' nām*e*'les*s* tro *eh*ā'ie vĕn'er ā'tion e*ŏ*n'fir mā'tion
Ma lā*y*' brā*i*n'les*s* vex ā'tious ĭn'du rā'tion e*ŏ*ṇ'ḡre ḡā'tion

26.

ra ti o vī vā'cious pĕr suā'sion e*ŏ*n'so lā'tion
se dāt*e*' (rā'*sh*ĭ o) sa ḡā'cious săl'u tā'tion dĭs'pen sā'tion
ûr bān*e*' rā'dĭ āt*e* *ą*u dā'cious rĕç'i tā'tion prĕṣ'er vā'tion
hu mān*e*' sul tā'nȧ quo tā'tion U ni tā'ri an sŭp'pli ea'tion
he*i*'noŭs vol ea'no im pā'tient e*ă*l'eu lā'tion jŭs'ti fi ea'tion
ea'denç*e* e quā'tor diṣ dā*i*n'ful pĕr'*s*on ā'tion re ḡĕn'er ā'tion

27.

as çer tā*i*n' e*ŏ*m'bi nā'tion sy̆l lăb'i ea'tion
li bā'tion en ter tā*i*n' ĕx'pla nā'tion in tĕr'ro ḡā'tion
re lā'tion ō'ver strā*i*n' ĕx'ela mā'tion e nun ci a tion
Cre ā'tor un ḡrāt*e*'ful mŏd'ū lā'tion (—— *sh*ĭ ā'*sh*ŭn)
die tā'tor re mā*i*n'der ĭn'ear nā'tion pro nun ci ā'tion
nar rā'tor C*ą*u ea'sian e*ŏ*n'so lā'tion (—— *sh*ĭ ā'*sh*ŭn)

28.

ăl'ge brȧ păr'a dox vi tăl'i ty ra tion al
tăb'let ḡrăv'i ty ḡrăn'ū lar ȧ năl'o ġy (răsh'un al)
ḡăm'ut frăe'tion eăl'eu lŭs ī rās'çi ble na tion al
*ch*ăl'ĭç*e* hăl'lō*we*d elăs'sie al dī ăḡ'o nal (năsh'un al)
*ch*ăn'çel *ch*ăp'la*ĭ*n tăn'ġi ble dī ăm'e ter ăv'a lănçhe'
*ch*ăp'ter măr'rĭa*ġe* frăn'ġi ble *eh*ăr'ae ter eo-un'ter ăet'

29.	făe′ul tў	Căth′o lie	ăl′le ḡō rў	te năç′i tў
Lăt′in	ćhăs′ti tў	eăt′a raet	eăt′e e*h*īṣ*e*	e văn′ġel ist
Băp′tist	săṉe′ti tў	trăġ′e dў	ăm′i ea bl*e*	re frăet′o rў
măḡ′net	măj′es tў	lăt′i tūd*e*	ḡăr′ru l*o*ŭs	eẋ ăġ′*g*er āt*e*
Spăn′ish	săne′ti fȳ	ăd′vo eāt*e*	eăp′il lā rў	ver năe′ū lar
ab′străet	măḡ′ni fȳ	eăl′eu lāt*e*	e răd′i eāt*e*	eom păr′i sȯn
30.	eẋ ăm′pl*e*	ḡrăd′ū āt*e*	at trăet′ĭv*e*	ćhăr′it a bl*e*
săt′īr*e*	se răph′ie	ăl′pha bet	fa năt′ie al	tăb′er na el*e*
răr′i tў	di dăe′tie	ăn′ee dōt*e*	ex păn′sion	păr′a phrāṣ*e*
păr′o dў	sa văn′nȧ	ăd′jee tĭv*e*	at trăe′tion	ăt′mos pher*e*
păr′a bl*e*	no măd′ie	ăp′o lŏḡ*ue*	re frae′tion	ăr′is to erăt′ie
păr′al lel	At lăn′tie	ăp′o thĕ*g*m	blăck′bō*a*rd	en thū′ṣi ăst′ie
31.	măn′nerṣ	ăn′a lȳz*e*	trăn′si tĭv*e*	trī aṉ′ḡu lar
răr′e fȳ	eăp′tious	păr′a dīs*e*	eăt′a lŏḡ*ue*	sub tăn′ġent
făe′tion	plăt′form	năr′ra tĭv*e*	băt′tl*e*-dō*o*r	ab străe′tion
ăb′a eus	eon trăet′	săe′rĭ lĕġ*e*	păr′a ḡrăph	reet ăṉ′ḡu lar
jăn′i tor	thăṉk′less	sac ri fice	măs′eū lĭn*e*	eom păr′a tĭv*e*
răd′i eal	făb′u l*o*ŭs	(săk′rĭ fīz)	măḡ′ni tūd*e*	pre păr′a to rў
32.	Af′rĭe an	băck′wạrd	ȧ năt′o mў	tȳ răn′nie al
e lăs′tie	ăn′are*h* ў	ha răng*ue*′	ȧ eăd′e mў	măt′ri mo nў
ī ăm′bie	ăb′so lūt*e*	sar eăs′tie	dis păr′aġ*e*	ē′qui lăt′er al
sa tăn′ie	ăl′ti tūd*e*	ro măn′tie	em băr′rass	sub stan ti ate
eăb′in et	ăs′ter isk	dra măt′ie	pro făn′i tў	(— stăn′shĭ āt)
năt′ū ral	ăs′pi rāt*e*	quạd răt′ie	săṉet′ū a rў	măth′e măt′ies
33.	mär′quis	en trânç*e*′	ant äre′tie	ôr′tho dŏx′ў
är′ti el*e*	pär′lanç*e*	pȧs′tor al	Tär′ta rŭs	ôr′tho e pist
pärs′ing	läugh′ter	dis ćhärġ*e*	är ḡu ment	pär′lĭ*a* ment
är′e*h*īveṣ	ear′di nal	här′mo nў	pär′s*o*n aġ*e*	de pärt′ment
*p*sä*l*m′ist	pär têr*re*′	är′e*h*a iṣm	pär′ti çi pl*e*	mär′çh*i*ȯn ess
34.	Môr′mon	eôr′po ral	ôr′di nanç*e*	wạ′ter-spout
fạl*l*′ing	ạ*u*′to erat	ôr′e*h*es trȧ	fôrm′a tĭv*e*	lạ*w*′less ness

fôr'wąrd ôr'di nāte wą'ter-fą*ll* fôrm'al iṣm ae eôr'dĭ on
hą*ugh*'tў ôr'gan ist ôr'tho dox im pôr'tant eo ôr'di nāte
ôr'di năl fôr'mu là ôr'tho e pў in ą*u*d'i ble re fôrm'a to rў

2. SOUNDS OF E.

35.	sea lēn*e*′	mē′di at*e*	Mē′di ā′tor	rē*a*′ṣon a ble
eo hēr*e*′	k*h*ē dīv*e*′	prē′mi er	rē*a*′ṣon ing	sē*a*′ṣon a ble
in dē*ed*′	ē′qual lў	thē′o rem	brē′vi a rў	ăn′te qēd′ent
eon ç*ēa*l′	lў çē′ŭm	dī hē′dral	de çēit′ful	pēr′se vēr′ing
in erē*ase*′	cza rī′nà	trī hē′dral	eon çēit′ed	dŏm′i nēer′ing
de erē*ase*′	be l*iē*v′er	brē*a*th′ing	à grē*e*′à ble	ma tē′ri al iṣm

LANGUAGE LESSON.

[*Make this the BASIS of several Oral and Written Language Lessons.*]

PREPOSITIONS.

PREPOSITION meanṣ *placed before.* Learn definition 10, paġe 19, and tell why the preposition iṣ so named. The phraṣe formed by the prepoṣition and its name-word iṣ called à *prepoṣitional phraṣe;* aṣ, Read the story *of Joseph.* The name-word iṣ the *object* of the prepoṣition and so in thē *objective caṣe;* aṣ, Write *to* HIM *for* ME. Thē objeet of à prepoṣition may be itself à phraṣe; aṣ, Run *from* UNDER THE BRIDGE.

HOW TO USE PREPOSITIONS.—*1st.* Chooṣe the prepoṣitionṣ with ġreat eare; aṣ, *I am hard* AT *work;* not, *I am hard* TO *work.*—*2d.* Uṣe no needleṣs prepoṣition. Say, *He returned about noon;* not, *He returned* AT *about noon.*—*3d.* Omit no needed prepoṣition; aṣ, *This child is worthy* OF *your love;* not, *This child is worthy your love.*—*4th. Between* and *betwixt* ġenerally refer to *two* thingṣ or ṣetṣ of thingṣ; but *among* referṣ to *more* than two; aṣ, "BETWEEN *the dark and the daylight.*" *The ṣix dames quarrel* AMONG *themṣelveṣ;* not, *The ṣix dames quarrel* BETWEEN *themṣelveṣ.*—*5th.* Verbṣ of motion *toward* à plaçe take *to* and *into* after them: verbṣ that merely *mark* plaçe, or motion *within* à plaçe, take *at* and *in;* aṣ, *Eli walking on a narrow plank fell* INTO [*not* IN] *the creek. There is milk* IN [*not* INTO] *the cocoa-nut. I write* AT [*not* TO] *home.*—*6th. In* iṣ broader in its meaning than *at;* aṣ, *My brother boards* IN *New York,* AT *a hotel.*

LIST OF PREPOSITIONS.

in	but	in'to	aft'er	be low'	bat'ing	to'ward
at	ere	un'to	un'der	be fore'	dur'ing	to'wards
to	till	o'ver	sav'ing	be side'	pend'ing	with out'
on	past	a mid'	through	be hind'	ex cept'	touch'ing
up	with	up on'	a bove'	be yond'	a cross'	ex cept'ing
by	from	un til'	a mong'	be sides'	a board'	re gard'ing
for	since	a long'	a slant'	be twixt'	a gainst'	re spect'ing
off	down	a bout'	a midst'	be neath'	a thwart'	con cern'ing
of (ov)	round	with in'	a round'	be tween'	a mongst'	not'with stand'ing

SENTENCE-BUILDING.

COPY the following sentences and fill the blanks from the List of Prepositions. Then read each completed sentence, name every preposition, and tell what noun or pronoun is its object and what its phrase modifies; thus, *A crown* OF *daisies rests* UPON *her head.* Here *of* is a preposition, forming with its object *daisies* a phrase which modifies the noun *crown. Upon* is a preposition, forming with its object *head* a phrase which modifies the verb *rests.*

1. Tray ran ——— puss. 2. She sprung ——— a wall. 3. The wind tore ——— a tree ——— its roots. 4. The storm passed ———. 5. A robin had a nest ——— young birds ——— an elm. 6. A woodman cut ——— the elm. 7. The robin flew ——— ——— another tree. 8. Clouds float ——— the wood. 9. The crowd pass ——— the road. 10. What is the matter ——— him? 11. Place the letter ——— his hand. 12. I shall go ——— the country ——— two o'clock. 13. Either come ——— the house, or go ——— the street. 14. Miles was a captain ——— the war. 15. Conceal the soldiers ——— the wall. 16. I will convince you, ——— your doubts. 17. Let us trust ——— God, though not worthy ——— his mercies. 18. Abstain ——— the use of wine. 19. He was averse ——— the business. 20. Go ——— the park and engage ——— the games. 21. They dived ——— the bridge ——— the bay ——— shells. 22. The waters ——— were deep. 23. Did he die ——— a disease, or ——— the sword. 24. We live ——— home ——— a cottage ——— a farm ——— the sea. 25. Our habits are different ——— the Chinese. 26. Were ten just men found ——— the thousands of Sodom? 27. Irving resided ——— years ——— England ——— the metropolis.

36.

kē*y*'-nō*te* găz'et tē*er*' Re dēem'er co he sion
dē'işm im pē*ach*' spē*ech*'less al lē'*gi*ănçe (ko hē'zhŭn)
thē'işm eom plē*te*' fa.çē'tious o bē'dĭ ĕnçe çў'elo pē'dĭ å
pē*er*'a*ge* in tē'rĭ or in ġēn'ious im mē'dĭ a*te* eon çē*iv*'a ble
fi*ē*nd'ish ex tē'rĭ or ea thē'dral trā pē'zĭ ŭm prĕş'by tē'rĭ an
frē'quent mē*ek*'ness ex çē*ed*'ing ob sē'quĭ *o*ŭs ĭn'ter mē'dĭ a*te*

37.

rĕş'o lū*te* as sĕm'blў rĕv'er ençe ae çĕl'er ā*te*
spĕ*e*'ter r*h*ĕt'o rie dĭ lĕm'mà tĕl'e phō*ne* ae çĕnt'ū ā*te*
quĕs'tion nĕġ'a tĭ*ve* ob jĕet'ĭve ĕl'o quençe in vĕs'ti gā*te*
prĕş'ençe hĕx'a gŏn de fĕet'ĭve tĕm'per a*te* in tĕr'ro gā*te*
eon dĕns*e*' tĕt'ra gŏn pre çĕn'tor e*h*ĕm'ie alş eon fĕd'er a*te*
hĕ*ad*'lŏng rĕv'er end ex tĕn'sion Mĕth'od ist ad vĕnt'ŭr *o*ŭs

38.

ĕst'ū a rў pro fĕss'or in flĕx'i ble lĕġ'is lā'tū*re*
hĕr'e sў fī dĕl'i tў pre çĕp'tor eχ ĕe'ū tĭ*ve* ĕx'çel len çў
dĕn'si tў rĕp'e tend in flĕe'tion ăn'a pĕs'tie mĕd'i ta tĭ*ve*
rĕe'to rў po tĕn'tial re flĕe'tion çĕr'e mo nў pĕn'e tra ble
ép'i thet rĕp're şĕnt'tĕs'ta ment lĕġ'en da rў vĕnt'ur sò*me*
mĕd'ie al dĭ rĕe'tion tĕm'per ing ĕx'çel lençe ăr'e*h*ĭ pĕl'a gō

39.

an ġĕl'ie at tĕn'tion di ær'e sis ăn'ti thĕt'ie nu mĕr'ie al
e lĕe'trie re tĕn'tion ĭn'eor rĕet' ē'van ġĕl'ie ef fĕm'i na*te*
çe lĕs'tial in çĕs'sant mem oir ăe'a dĕm'ie im pĕr'a tĭ*ve*
af fĕet'ed ex çĕss'ĭve (mĕm'wạr) pĕd'a gō'ġў ma lĕv'o lent
de jĕet'ed pho nĕt'ie rĕe'oġ nīze pĕd'a ġŏġ*ue* eon tĕm'plā*te*
dĭ rĕet'or măġ nĕt'ie pĕn'i tençe sĕe'on da rў eom prĕs'sion

40.

tĕxt'-bŏŏk ạu stĕr'i tў ĕx'e era ble ġĕn'er al īz*e*
de mĕr'it frĕsh'man sĕe're ta rў sĕm'i eo'lon dĕm'a ġŏġ*ue*
dĭ rĕet'lў prĕş'i dent ad vĕnt'ūre sĕm'i çĭr'ele In'ter çĕs'sor
in trĕp'id prĕş'by ter per fĕe'tion see'ond-rāte sĕn'ti mĕn'tal
dĭ rĕet'or prĕj'ū dĭçe per çĕp'tion at tĕnd'ançe rĕe'ol lĕe'tion
e lĕe'tion prĕd'i eāte de elĕn'sion im prĕs'sion ĭn'sur rĕe'tion

41. měd'i tāte pro phĕt'ie per çĕnt'aġe ex prĕs'sion
ąl rĕad'ў çĕl'e brāte pos sĕs'sĭve be nĕf'i çent pro grĕs'sion
ĕl'o quent ĕm'pha sis sub jĕet'ĭve ma lĕf'i çent eon tĕn'tious
ĕm'i nent ĕd'u eā tor sus pĕn'sĭve re ġĕn'er ate pŏl'y tĕeh'nie
ĕs'ti māte dĕs'per ate pro fĕs'sion pre çĕp'tress ŏm'ni prĕş'ent
re bĕll'ion yĕs'ter dāy eon fĕs'sion re dĕmp'tion rĕş'ur rĕe'tion

42. vĕn'ti lāte in tĕn'si tў im pĕt'ū ous měd'dle sŏme
dĕf'in ĭte rĕn'e gāde per pĕt'ū al be nĕv'o lent tĕm'per a tūre
rĕv'er ent skĕp'tie al in dĕf'i nĭte ex tĕm'po re ĭn'ter jĕe'tion
nĕg'a tĭve ĕm'i grant A mĕr'i ean sus çĕp'ti ble sўm mĕt'rie al
ĕv'i dençe mĕt'a phor sue çĕs'sion re spĕet'a ble re mĕm'brançe
pĕn'i tent trĕach'er ў op prĕs'sion in tŏl'li ġent ĭn'de pĕnd'ent

43. e tĕr'ni tў ad vĕrb'i al de tĕr'mĭne pĕr'me a ble
dĭ vĕrġe' pĕr'feet lў ū'ni vĕrs'al pûr'ga to rў im pĕr'son al
re hĕarse' al tĕr'nāte eon vĕrt'ed ad vĕrt'ençe mĕr'çe na rў
eon vĕrġe' pĕr'ti nent im pĕr'feet ĕarth'quake ū'nĭ vĕr'si tў
in fĕr'nal eoûrt'e oŭs hĕr'mit aġe çĭr'eum flex eom mĕr'cial
su pĕr'nal ob şĕrv'ant in er ti a elĕr'ġў man su pĕr'la tĭve
vĭrt'ū oŭs whĭrl'wind (in ĕr'shĭ a) chûrch'dom eon sĕrv'a tĭve

3. *SOUNDS OF I.*

44. re vīle' çў'eloid līght'ning Al mīght'ў
ī'dol dĭ vīne' prī'māte right eous de līght'ed
sī'ren in spīre' ho rī'zon (rī'chŭs) en līght'ened
prī'or eon çīse dis çī'ple so çī'e tў an nī'hi lāte
shrīne prī'or ў un tīr'ing dў'nas tў mī'ero seōpe
mī'ter pī'e tist ĭm'po līte' dī'a lŏgue mī'ero phōne
pī'e tў nīnth'lў eō'in çīde' pre çīse'lў līght'-heärt'ed

45. mis sion Chris tian o rĭġ'i nāte çĕr tĭf'i eate
sĭb'ўl (mĭsh'ŭn) (krĭst'yan) lĭt'e ra tūre a rĭth'me tie
vĭe'ar mĭn'is ter Chrĭst'mas Serĭpt'ūr al om nĭp'o tent

fĭe'tion sĭn'gū lar kĭng'dŏm in dĭe'a tĭve con sĭd'er āte
vis ion mĭn'is trў diph thong an tĭth'e sis re çĭp'ro eāte
(vĭzh'ŭn) ĭn'sti tūte (dĭf'thŏng) re çĭp'ro eal com mĭs'er āte

46. mўr'i ad Iş'ra el īte pe rĭm'e ter dis mĭs'sion
mĭs'sal tўr'an nў dĭg'ni ta rў hu mĭd'i tў ăn'a lўt'ic al
bĭsh'op çўl'in der ī tĭn'er ant pe rĭph'er ў rĕe'ŏg nĭ'tion
frĭe'tion pўr'a mid il lĭt'er ate e lim'i nāte ĭn'ter mĭs'sion
pĭl'grim sўn'the sis in sĭd'i oŭs pen ĭn'su là eŏm'po şĭ'tion
bĭg'ot rў hўp'o erĭte Serĭpt'ūreş E pĭs'eo pal sū'per stĭ'tion

LANGUAGE LESSON.

[*Require the pupils to commit all the Definitions of the PARTS OF SPEECH, page 17, before learning this Lesson.*]

CONJUNCTIONS.

CONJUNCTIONS convey no special meaning in themselves; but they so join words, phrases, or sentences as to form a clear and connected train of thought from loose shreds or slight sayings. They also aid in giving point, variety, and beauty to expression.

Certain conjunctions join together words, phrases, clauses, or sentences of the same rank or use. Thus: *1st. Hound* AND *horse* soon follow. *2d.* I lost a *watch* AND a *ring*. *3d.* Lucy *sold* fruit AND *bought* silk. *4th.* Ruth is *beautiful* AND *good*. *5th.* Moses spoke *slowly* BUT *earnestly*. *6th.* Speak *for us* OR *against us*. *7th.* We fled *after the moon had gone down*, BUT *while the stars were still shining*. *8th. The sun was just rising* AND *the birds were beginning to sing*.

In the *first* of these examples, the conjunction connects *two subjects;* in the *second, two objects;* in the *third, two verbs;* in the *fourth, two adjectives;* in the *fifth, two adverbs;* in the *sixth, two phrases;* in the *seventh, two clauses;* and in the *eighth, two sentences.* Other conjunctions change the sentences before which they are placed into clauses, and join the modifying clauses to whatever they modify; thus, *They* rĕad AS *they ran.* UNLESS *we eat, we shall die.*

HOW TO USE CONJUNCTIONS.—Certain conjunctions regularly connect with other words in pairs. *1st.* OR properly follows *either* or *whether;* as, *Either* fish OR bait the hooks. I know not *whether* he is at home OR abroad. *2d.* NOR properly follows *neither;* as, Give me

neither poverty *nor* richeş. *3d.* As ğoeş with *as* in å claim of equality, and with *so* when equality iş denied; aş, Flora iş *as* sweet *as* å roşe. Laban iş not *so* dark *as* Bruno. *4th.* THAN iş connected with *else, other, rather,* or any *comparative* word; aş, That riddle iş nŏthing *else than* å pun. He haş no *other* friend *than* me. I would *rather* be å doer of the word *than* å mere believer. *5th.* WHERE must not be uşed improperly for *when, if,* or *in which;* aş, *When* [not *where*] å pupil trieş to learn, aid him. Ask more for fruit, *if* [not *where*] you heap the measure. This iş the book *in which* [not *where*] he deşcribeş Siam.

CONNECTIVES.

ĭf	yĕt	sāve	sĭnçe	un lĕss′	whĕth′er	fûr′ther mōre
ôr	fôr	bŏth	ē′ven	thō*ugh*	whêre ăg′	ac cŏrd′ing lў
sō	nôr	thăt	sēe′ing	nēi′ther	whêre bў′	nĕv′er the lĕss′
ăş	ănd	thĕn	ēi′ther	be cauşe′	al thō*ugh*′	cŏn′se quent lў
bŭt	lĕst	thĕn	ex çĕpt′	whêre ĭn′	pro vĭd′ed	nŏt′ with stănd′ing

SENTENCE-BUILDING.

COPY the following sentençeş and fill the blanks from thē above connectives, ğiving reaşonş for all doubtful seleetionş.

1. Alfred ——— *Arthur argue. 2. Either Ethan* ——— *Eustace is stronger* ——— *Eli. 3. Neither Oscar* ——— *Owen is needed. 4. He* ——— *I are* ——— *strong* ——— *men. 5. We are not* ——— *strong* ——— *horses. 6. Pay your servant his hire,* ——— *let the sun go down upon it;* ——— *he is poor. 7. Remember, O*[1] *David!* ——— *drink* ——— *wine* ——— *strong drink. 8. The day is warm,* ——— ——— *it is pleasant. 9. I despised him,* ——— *I pitied him. 10. He is a stranger,* ——— *he is poor. 11. He is a miser,* ——— *he is despised. 12. Victories are also won with other weapons* ——— *swords* ——— *guns. 13. Oh,*[1] *the rude boy,* ——— *urged, would* ——— *make good her loss* ——— *beg her pardon. 14. He was absent when I called,* ——— *I left my card. 15. Walter will recite* ——— *Bertha will sing,* ——— *you invited them,* ——— *they were strangers. 16. But* ——— *I cast out devils by the Spirit of God,* ——— *the kingdom of God is come unto you. 17. The tramp knew* ——— *the time* ——— *the place* ——— *his birth.*

[1] **The Interjection O**—see definition 13, page 19—iş uşed in addressing any person or thing; but it iş spelled *oh* when uşed to show strong or sudden feeling; aş, Thy love, O child, iş oh—so dear!

47.

fa mĭl'iar eẋ ĭst'ençe fas tĭd'i oŭs par tĭe'u lar
sĭn'ner eon sĭd'er lin ḡuĭs'tie in fĭn'i tĭve dis tĭn̰'ḡuish
wĭll'ing as sĭst'ant suf fĭ'cient de lĭb'er āte de serĭp'tion
ĭn'stant at trĭ'tion ju dĭ'cioŭs eon fĭs'eāte in tĭm'i dāte
dis tĭn̰et' tra dĭ'tion in i ti ate pre cis ion ġes tĭe'ū lāte
im pĭnġe' ē'ḡo tĭst'ie (in ĭsh'ĭ āt) (pre sĭzh'un) dis trĭb'ū tĭve

48.

lĭt'e ra rў de ĭst'ie al in sĭn'ū āte vo çĭf'er āte
lĭn'e al dĭv'i dend dĭ vĭn'i tў ob lĭt'er āte in vĭḡ'o rāte
lĭn'e ar prĭn'çi pal hu mĭl'i tў ar tĭe'ū lāte e quĭv'o eāte
lĭt'ur ġў prĭn'çi ple me rĭd'i an eon trĭ'tion pre çĭp'i tāte
çĭv'il īze ĭn'stant lў de lĭn'e āte po si tion par tĭç'i pāte
ĭn'fi nĭte spĭr'it less ma lĭ'cioŭs (po zĭsh'ŭn) dis erĭm'i nāte

49.

so lĭd'i tў whĭm'si eal sci'en tĭf'ie aux il ia ry
rĭt'ū al in fĭn'i tў çhĭv'al roŭs de lĭb'er āte (aḡ zĭl'ya rĭ)
lĭt'a nў ste rĭl'i tў dĭf'fer ençe an tĭç'i pāte arch bĭsh'op
sĭm'i lar re lĭġ'ioŭs sў'n a ḡŏḡue dĕf'i nĭ'tion puṇe tĭl'ious
pe tĭ'tion ob lĭv'i on trĭph'thŏng ăv'a rĭ'cious bel lĭġ'er ent
sўl'la bŭs po lĭt'ie al mў's ti çĭs̰m eō'ef fĭ'cient pre dĭe'a ment

50.

dĭs'so lūte fĭe tĭ'tious e pĭs'to la rў mĭs'sion a rў
ĭn'fi del spĭr'it u al ma lĭḡ'nant as sĭm'i lāte bĕn'e dĭe'tion
e pĭs'tle mĭn'u end eon sĭst'ent eẋ hĭl'a rāte prop o s̰ĭ'tion
ab scĭs'så erĭt'i çĭs̰m vĭn dĭe'tĭve per fĭd'i oŭs prĕp o s̰ĭ'tion
e lў s̰'i an sў'lo ġĭs̰m sub mĭs'sĭve in quĭs̰'i tĭve hў'p'o erĭt'ie al
rĭd'i eūle ĭn'çĭ dençe di vi sion dĭe'tion a rў kĭn'der-gär'ten
mĭn'er al dĭs'çi plĭne (dĭ vĭzh'un) dis tĭn̰e'tion hī'e ro glўph'ie

4. SOUNDS OF O.

51.

erō'sier ex pō'nent a tōne'ment de mō'ni ae
prō'lāte dĭ plō'mȧ ŏr'a tō'rĭ o me lō'de on dĭs'eom pōs̰e'
re mōte' de eō'rum bī nō'mi al pro mō'tion Mon gō'lĭ an
eon sōle' de vō'tion eon trōl'ler pro pōr'tion de pōrt'ment

pō′et rў Je hō′văn se*h*ō′li um pa rō′e*h*ĭ al ṯhē′o lō′ġi an
tō′tal lў ġlō′ri o*u*s pō′ten tāte Rō′man ĭṣm e*u* phō′nĭ o*u*s
ġlō′ri fў hō′li ness ĕv′er mōre′ phō′no ġram pro pōr′tion al
vō′ea ble so nō′ro*u*s ō′ver ṯhrō*w*′ phō′no ġraph pro pōr′tion āte

52. fŏl′lō*w* er diṣ *h*ŏn′est tŏl′er a ble quạd′raṇ ġle
r*h*ŏmb ȧ pŏl′o ġў e*o*r′ol la rў pŏn′der o*u*s e*o*m′pli ment
ŏp′er ȧ ī dŏl′a trў *h*ŏn′or a ble r*h*e tŏr′ie al e*o*m′ple ment
pŏp′u lar e*o*ġ′i tāte prŏf′li ġate Prŏt′est ant or ṯhŏġ′ra phў
e*o*r′o net ŏp′po ṣĭte e*o*m′merçe hŏp′-se*o*t*ć*h pre pŏs′ter o*u*s
e*o*m′e dў ȧ pŏe′o pe e*o*m′pound in tŏx′i eāte pho nŏġ′ra phў

53. zo ŏl′o ġў pĕr sŏn′i fў phĭ lŏl′o ġў pŏn′der a ble
sŏlv′ent ġe ŏl′o ġў tạ*u* tŏl′o ġў mў ṯhŏl′o ġў e*o*m′pro mīṣe
mŏd′i fў e quạl′i tў ġe ŏm′e trў pho nŏl′o ġў e*o*r rŏb′o rāte
e*o*m′plex ȧ pŏs′ta sў ob nŏx′ious hў pŏṯh′e sis prŏm′on to rў
nŏm′i nal ṯhe ŏl′o ġў hў pŏe′ri sў me ṯhŏd′ie al ē′eo nŏm′ie al
prŏd′i ġal ī sŏs′çe lēṣ ba rŏm′e ter de nŏm′i nāte in dŏm′it a ble

54. mŏd′er ate e*o*n′so nant hŏs′pit a ble e qui nŏe′tial
re spŏnd′ lŏn′ġi tūde e*o*n′ju ġāte mŏn′as ter ў e*o*n sŏl′i dāte
e*a* lŏr′ie prŏv′i dent mŏn′o ġram pŏl′ў ṯhe ĭṣm de mŏn′strāte
his tŏr′ie e*o*n′ti nent sŏph′o mōre se*h*ŏl′ar ṯhip ae *k*nŏ*w*l′ĕdġe
des pŏt′ie lŏġ′a rithm prŏs′per o*u*s quạr′rel sŏme phrā′ṣe ŏl′o ġў
im mŏr′al ġŏŏd′li ness mŏn′ū ment nŏm′i na tĭve de nŏm′i nā′tor

55. prŏp′er tў de mŏl′iṡh dī′a bŏl′ie al e*h*ro nŏl′o ġў
e*o*l′o nў prŏs′e lўte ăl′le ġŏr′ie ġe ŏġ′ra phў ȧ nŏn′ў mo*u*s
quạl′i tў pŏp′ū lāçe ṯhe ŏe′ra sў ae e*o*m′pliṡh ho mŏl′o ġo*u*s
ŏr′a to rў pŏst′ū lāte ṯhe oe′ra çў a pŏs′tro phe mŏn′o ṯhe ĭṣm
pŏs′si ble mŏn′o tōne re spŏn′sĭve ĉt′ў mŏl′o ġў ste nŏġ′ra phў
prŏs′o dў pā′trĭ ŏt′ie his tŏr′ie al phyṣ i ŏl′o ġў sўn ŏn′ў mo*u*s
quạn′ti tў ăp′os tŏl′ie hŏr i zŏn′tal mē′di ŏe′ri tў ṯhĕr mŏm′e ter

56. ab struṣe′ dōōmṣ′dā*y* in tru sion in sur ance
rụ′brie lam pōōn′ serụ′ti nīze (in trọ′zhŭn) (in ṡhọr′ans)

hal lo͞o′	re mo̤v′al	serṳ′pu loŭs	se*h*o͞ol′-māt*e*	pro tru sion
sĭ mo͞om′	ăm′a te*ṳ*r′	im prṳ′dent	se*h*o͞ol′-ro͞om	(pro tro̤′zhŭn)

5. SOUNDS OF U.

57.	U′ra nus	ɛū′ri *o*us	Are tū′rŭs	ŏp′por tūn*e*′
Lū′nȧ	Jū′pi ter	ū′nĭ fôrm	Lū′ther an	ĭm′por tūn*e*′
Jū′no	*e*ū′pho nў	ū′nĭ vẽrs*e*	trans mūt*e*′	ĭn′vo lū′tion
Plū′to	dū′al iṣm	nū′mer al	newṣ′pā′per	rĕv′o lū′tion
lū′na çў	mū′ta bl*e*	pol lū′tion	plū′pẽr′feet	ĭn′sti tū′tion
58.	so lū′tion	Jū′da ĭst	ĕl′o ɛū′tion	ɛŏn ɛlū′sion
f*e*ū′dal	te nū′i tў	Jū′da īz*e*	ĕv′o lū′tion	nū′mer ā′tor
n*e*ū′tral	an nū′i tў	Jū′da ĭṣm	rĕṣ′o lū′tion	ȧ mūṣ*e*′ment
dūr′ançe	se ɛū′ri tў	va ɛū′i tў	ăb′so lū′tion	ɛom mūn′ion
pro dūç*e*′	in hū′man	ɛre dū′li tў	rĕt′ri bū′tion	sū′per hū′man
59.	ō′ver rŭn′	mŭl′ti pl*e*	ɛŭl′ti vāt*e*	hŭr′rĭ ɛān*e*
pṳl′pit	re pŭb′lie	ḡȯv′ern or	pŭb′lish er	sŭb′tra hĕnd
jŭs′tiç*e*	ḡŭt′tur al	pŭn̲et′ū al	pŭn̲et′ū āt*e*	sŭp′ple ment
Bṳd′d*h*ȧ	sŭb′til īz*e*	sȯv′er *e*ĭ*g*n	nŭm′ber ing	shŭt′tl*e*-ɛŏ*c*k
mȯnth′lў	mŭl′ti plȳ	pŭl′ver īz*e*	pŭn′ish ment	e nun ci ate
ɛȯm′pass	sŭf′fer ing	ŭt′ter ançe	ḡȯv′ern ment	(e nŭn′shĭ āt)
60.	sȯme′how	bo͝ok′ɛās*e*	in strŭɛt′or	re pŭb′lie an
dŭɛ′tĭl*e*	ḡo͝od′ness	sŭb′stançe	ɛon dŭɛt′or	re duc tion
jŭs′tĭ fȳ	S*o*ŭth′ern	ɛon strŭɛt′	pe nŭm′brȧ	(re dŭk′shŭn)
Vŭl′ḡāt*e*	fŭn̲ɛ′tion	jŭ*d*ġ′ment	de dŭɛ′tion	ɛon jŭn̲ɛ′tion
sŭb′jeets	mŭn′dān*e*	re pŭl′sion	ɛor rŭp′tion	ɛon strŭɛ′tion
frŭs′tŭm	pŭn̲ɛt′ūr*e*	tȯng*ue*′less	in ɛŭm′bent	ăḡ′ri ɛŭlt′ur al

Dictation Review.

QUITE aṣ many institutionṣ of learning aṣ the *SCHOOLING* of American youth requireṣ are provided in many localitieṣ. Theṣe schoolṣ are kinder-ḡarten, preparatory, intermediate, scientific, commercial, aḡricultural, divĭnity, etc. Do you attend ȧ polytechnic, ġymnāṣium, lyçeum, an institute, an academy, or

a university? Connected with schools are the director or trustee, the conductor, educator, instructor, assistant, professor, pedagogue, principal, preceptor, preceptress, president, faculty, janitor, freshman, sophomore, schoolmate, graduate, etc.

2. The exterior, entrance, and interior of a popular, benevolent, or literary institution should be respectable and attractive. Schools have text-books, a dictionary, cyclopedia, cabinet of minerals, book-case, tablets, blackboard, barometer, thermometer, microscope, chemicals, apparatus for scientific experiments or operations, etc. In schools the importance of good government, of decorum, or correct deportment, and of diligent attendance to instruction, is evident to the considerate and intelligent. Strict discipline is possible without incessant, excessive, or frequent resort to corporal punishment.

3. Students who are punctual, willing, methodical, independent, courteous, persevering, untiring, or susceptible of good impressions, should receive prompt recognition. Promotions and diplomas follow presence at recitations, fixed attention, and good scholarship. At intermission and after dismission, indulge in laughter, and various amusements or sports, such as graces, battle-door, hop-scotch, shuttle-cock, croquet, etc. At play, you must not be spiritless, whimsical, captious, obnoxious, contentious or quarrelsome, impolite, egotistic or self-conceited, haughty, domineering, dishonest, deceitful, perfidious or faithless—malignant, malicious, or spiteful—nor vindictive or revengeful.

4. Philology includes a knowledge of the etymology, or origin and combination, of words; the phraseology, or manner of expression; criticism; and, sometimes, rhetoric, poetry, and history. Speech is the *LANGUAGE* of articulate sounds. Enunciation is the correct utterance of words as regards the fullness and distinctness of their sounds. The parts of orthoepy, or correct pronunciation, are articulation, syllabication, and accent. Orthography treats of correct spelling and writing. Some of its terms are alphabet, abacus, consonants, representative, formative, diphthong, triphthong, characters, primary, secondary, simple, compound, primitive, derivative, etc.

5. The phonograph is an instrument that registers and reproduces sounds, and the record made is called a phonogram. Sounds are said to be distinct, familiar or well known, euphonious or agreeable, guttural, etc. Learn to use the diæresis, semicolon, quotation, exclamation, interrogation, asterisk, and other marks of punctuation. Good elocu

tion, an important part of oratory or eloquençe, iş correct and effective speaking and reading. Its termş are emphasis, inflection, cadençe, personation, quantity, suspensive, çircumflex, modulation, monotone, antithetic, cŏmpass, rhetorical, personify, accentuate, euphony, etc.

6. Grammar iş thē art of speaking and writing correctly, according to the best uşaġe. Some of its termş are adjective, anteçedent, conjunction, complement, masculine, feminine, declension, inflection, imperative, transitive, parsing, predicate, prosody, nominative, prepoşition, pluperfect, vōcable, possessive, definitive, imperfect, neğative, interjection, adverbial, impersonal, sinğular, infinitive, superlative, indicative, distributive, auxiliary, objective, defective, punctuate, discriminate, construction, etc. Literature usually meanş the literary works of taste and sentiment, aş, poetry, essayş, or history. Loġic relates to pure and formal thought. Its termş are sylloġism, premise, major, minor, reaşoning, analoġy, etc.

7. Fiğureş of rhetoric, such aş apostrophe, metaphor, antithesis, and alleğory, add to the beauty of compoşition. The wordş trochaic, iambic, anapestic, heroic, pastoral, etc., relate to verse. The following wordş relate to lanğuaġe: conçise, eloquent, linğuistic, epistle, epistolary, alleğoric, ğarrulous, harangue, telephone, stenoğraphy, tautoloġy, lampoon, satire, parody, vernacular, alliteration, drama, oration, traġedy, comedy, parable, paraphraşe, apoloğue, apothegm, epithet, harangue, dialoğue, etc.

8. *MATHEMATICS* treats of quantitieş or mağnitudeş. Its parts are arithmetic, ġeometry, including triğonometry and conic sectionş; and analysis, including alġebra, analytical ġeometry, and calculus. Some mathematical termş are arithmetical, annuity, Arabic, amount, aliquot, abscissa, binomial, compute, co-efficient, calculate, co-ordinate, çylinder, corollary, conclusion, decrease, division, dividend, differençe, denominate, denominator, deçimal, dihedral, diameter, diağonal, estimate, equality, eliminate, exponent, fraction, frustum, formula, horizontal, homoloğous, hexağon, hypothesis, hypotenuse, increase, isosçeleş, infinity, insurançe, involution, linear, multiple, multiply, minuend, numeral, numerator, numerical, numeration, notation, oppoşite, ordinate, ordinal, poşition, proğression, perçentaġe, prinçipal, postulate, perimeter, proposition, product, proportion, prolate, precision, periphery, question, quotient, quadranğle, repetend, reçiprocal, rhomb, solution, scalene, subtrahend, semiçircle, scholium, etc.

9. GEOGRAPHY is a description of the earth, its physical structure and conditions, its natural products, and its peoples. To delineate the form of the earth and give the directions of places, we need the equator, parallels of latitude, and meridians. The arctic and antarctic regions are not wholly known. Write table-land, elevation, savanna, peninsula, promontory, continent, sterility, parterre, minerals, humidity, temperature, atmosphere, commerce, colony, removal, nadir, nomadic, water-spout, waterfall, cascade, cataract, Atlantic, archipelago, estuary, Southern, horizon, simoom, glā'çiēr, volcano, crater, tornado, avalanche, lightning, and hurricane. The races of men are the African, American, Caucasian, Malayan, and Mongolian.

10. ASTRONOMY treats of celestial bodies, such as Jupiter, Juno, Luna, Arcturus, and Uranus—and their magnitudes and motions. Study anatomy, physiology, geology, zōōl'ogy, and *NATURAL PHILOSOPHY.* The terms are attraction, capillary, cohesion, friction, density, solidity, ponderable, compression, inertia, latent, magnet, tenuity, tenacity, vacuity, rarity, expansion, contraction, refraction, tangible, frangible, elastic, electric, ductile, impinge, radiate, calorie, granular, etc. The orchestra's *MUSIC* delighted the observant and fastidious amateur. Write harmony, organist, amusement, accordion, melodeon, bass-viol, key-note, gamut, opera, and oratorio.

11. Chronology, which computes time by regular divisions and assigns transactions their proper date, connected with *HISTORY* is instructive and interesting. With historic narration, use the words ancient, classical, universal, national, creation, doomsday, anecdotes, newspaper, narrator, delineation, recollection, memoir, archives, manners, adventure, tradition, legendary, etc. Republican government should protect society alike from the oppression of tyrannical governors, and from the lawlessness of the populace.

12. RELIGION is the spirit of veneration or reverence which leads to the recognition of God as the object of obedience, love, and worship. God is Jehovah, the Eternal, the Almighty, Omnipotence, Providence, our Creator, Preserver, etc. Jesus was called the Anointed, the Messiah, Redeemer, Mediator, Intercessor, etc. Judaism is the religious doctrines and rites of the Hebrews. Denominations of Christians are Catholic, Episcopal, Baptist, Lutheran, Methodist, Presbyterian, Moravian, Unitarian, Universalist, etc. Theocrasy is a mixed worship of gods. A theocracy is a state ruled by God's immediate direction.

APPENDIX.

I. RULES FOR SPELLING.

MONOSYLLABLES **ending in F, L, or S,** immediately preçeded by à sin̲g̲le vowel, double the final consonant; aş, stȧff, mill, brȧss.

EXCEPTIONS.—Aş, elef, g̲as, haş. hiş, if, iş, of, pus, this, thus, us, waş, yes.

2. **Monosyllables not thus ending in F, L, or S,** do not double the final consonant; aş, God, sun.

EXCEPTIONS.—Add, burr, butt, buzz, ebb, eg̲g̲, ẽrr, fizz, fuzz, inn, odd.

3. **Monosyllables and Accented Final Syllables** ending with à sin̲g̲le consonant preçeded by à sin̲g̲le vowel, double the consonant before an added syllable commençing with à vowel; aş rob, robber; commit, committee.

EXCEPTIONS.—When the derivative retainş not thē aeçent of the rōōt, the final consonant iş not alwayş doubled; aş prefer′, pref′erençe. *X*, *z*, and *k* are never doubled in En̲g̲lish words. Wordş derived from *gas* (except g̲assing and g̲assy) have only one *s*; aş g̲as, gas′eş.

4. **A Final Consonant** not preçeded by à sin̲g̲le vowel, or in an unaeçented syllable, remainş sin̲g̲le before an added syllable; aş, ail, ailing; peril, perilous.

5. **Monosyllables and English Verbs** end not with *c*, but with *ck*; aş rock, attack: but wordş of more than one syllable ending in *ic* or *iac*, once ending in *k*, and wordş derived from the learnèd lan̲g̲uaġeş, uşe ōnly *c*; aş, muşie.

EXCEPTIONS.—Are, lae, mare, ore, ploe, tale, zine, derrick.

6. **Words ending with a Double Letter,** preşerve it double in their derivativeş, unless the syllable affixed beg̲inş with the same letter; aş, see, foresee; skill, skillful.

7. **Words of more than one Syllable that end in L,** except those formed from monosyllables ending in *ll*, terminate with a single *l*; as, excel, control.

8. **Primitive Words ending in silent E,** omit it before an added syllable beginning with a vowel; as, remove, removal.

EXCEPTIONS.—Words ending in *ce*, or *ge*, retain the *e* before *able* or *ous*; as, trace, traceable; outrage, outrageous. The *e* is retained in verbs ending in *ee* and *oe*; as, see, seeing; shoe, shoeing. Singe, swinge, and tinge, retain *e*, followed by *ing*; as, singe, singeing.

9. **Primitive Words ending in silent E,** usually retain it before an additional syllable beginning with a consonant; as, change, changeful.

EXCEPTIONS.—Awful, argument, abridgment, acknowledgment, duly, judgment, truly, wholly.

10. **Primitive Words ending in Y, preceded by a Consonant,** change the *y* into *i* before any termination but *'s*, or one commencing with *i*; as, merry, merrier.

EXCEPTIONS.—*Y* is retained in words derived from *dry* and *shy*; as, dryly, shyness.

11. **Primitive Words ending in Y, preceded by a Vowel,** do not change *y* into *i* before additional terminations; as, day, days. When *ing* is added to words ending in *y*, the *y* is retained; as, defy, defying.

EXCEPTIONS.—Daily, laid, lain, paid, said, saith.

12. **Compound Words usually retain** the spelling of their simple words; as, horse-man, shell-fish.

EXCEPTIONS.—In permanent compounds, or in derivative words of which they are not the *roots*, the words *full* and *all* drop one *l*; as, handful, fulfill, always, withal: in temporary compounds they retain both; as, full-eyed, chock-full, all-wise, save-all. When used as a prefix, *miss* drops one *s*; as, misspell. In the names of days, the word

mass drops one *s*; aş, Christmas. Pastime drops an *s*. Shepherd, and wherever drop an *e*; and whêrefore and thẽrefore affix one.

Dictation Exercises.

[*Pupils will give Reasons, in accordance with the RULES AND EXCEPTIONS, for the Spelling of these Exercises.*]

SIMON'S stiff staff and à muff are at the mill, and I will ḡet them aş I pass. The class-room wàş full of ḡas. If you hiss, puss will run off. My son ate an egg in thẽ inn. If he add the numberş, he will not err. The odd lad haş fuzz on hiş cōat. A robber robbed the foppish squatter. It iş hiş preferençe that you commit the business to à committee. After hiş acquittal, the swimmer owned that he committed the crime. I viş̣ited the toiling mechanic. The violinist made à perilous descent. Equalize the labor.

2. I found some zinc on the wreck. He broke the rack on à rock. The maniac will attack you. The public like muşic. The wooer passed many blissful moments. The pasture iş hilly, and almost ḡrassless. He acted oddly, and spoke ḡruffly. My agreeable friend notiçed your recklessness and embarrassment. I foretell, if you recall him, that he will misspell the word. I foresee, if you do not repass that house, that he will forestall your purchase, and undersell you.

3. The consul sayş that the leader of that cabal' iş à rebel. I will control the damşel until you arranġe the contract. That loġical arḡument will dispel her fear, and render her mind tran̲quil. Though the conduct of that admirable and adōrable ḡirl iş so blamable, I do not deem it adviş̣able to çensure her. The scene iş imaġinable, describable, and com'parable. The question iş debātable, and the deçision reversible. Fire iş sinġeing that valuable dress. That aḡreeable and peaçeable smith, while shoeing à manaġeable and serviçeable horse, wạş eying à wọman dyeing yarn. The merrier lad hid the moneyş.

4. The life of that nameless man wạş peaçeful. That careless and ḡraçeless ḡirl acted rṳdely. What inçitement, or encouraġement, haş he to submit tamely to this manaġement? That lad'ş idleness and rṳdeness are whōlly charġeable to hiş parents. Yo̤ur acknowledġment waş duly reçeived. An abridġment of hiş arḡument will enable you to form à correct judġment. To thẽ unrepentant wicked, thẽ approach of death iş trṳly awful. Hiş pitiful ambition happily provoked her mer-

riment. Her ğiddiness and merçiless conduct luckily justify my course. His shyness and the dryness of his remark verified the repŏrt. The betrayer delayed his return. Numbness sēized the eringing numskull.

5. His boyish freaks destroyed my enjoyment. What he said, when verifying the statement, was edifying. He paid his debts daily. While occupying my house, he is unscrupulously multiplying my troubles. The horseman found the snow knee-deep. The innkeeper will buy shell-fish. I found a handful of plums under the plumb-line. Always fulfill the laws of thē all-wise Lawğiver. Do not misspell the following words: Christmas, pastime, shepherd, wherever, welcome, wherefore, therefore, derrick, havoc, ğassing, ğaseous, ğassy, ğasify.

II. CAPITAL LETTERS.

THE **first Word** of every piece of writing, of every sentençe, of every example, of the quotation in a direct form, and of every line of poetry, should beğin with a capital letter; as,

> I said, "Though I should die, I know,
> That all about the thorn will blow
> In tufts of rosy-tinted snow."

2. **Names of the Deity** should beğin with a capital letter; as, God, Lord, thē All-wise; the Messiah, the Sŏn.

3. **Titles of Honor or Respect,** ēither addressed to persons in exalted stations or descriptive of them, usually beğin with capital letters; as, My Lord, My Lady, respected Friend; Her Majesty; the President of the United States.

4. **All Proper Names** and adjectives derived from them should beğin with a capital letter; as, James and Henry are Enğlish boys. William wears French boots.

5. **The Pronoun I and Interjection O** [not *oh*] should always be capitals; as, Hear, O Lord; for oh—I need thee.

6. **The Names of the Months** and the days of the week should always beğin with a capital letter; as, May, Friday.

7. **The Names of Inanimate Beings,** when used to represent persons, should begin with capitals; as,

The Winter is cold, the Winter is gray,
But he hath not a sound on his tongue to-day:
The son of the stormy Autumn, he
Totters about on a palsied knee.

8. **The Principal Words** in the title of a book, the subject of a composition, and all words to which it is desired to give importance, should commence with capital letters; as, "Aids to English Composition;" the Proceedings of the Senate and House of Representatives.

Dictation Exercises.

CAPITAL LETTERS, correctly used, add to the beauty of writing; as, said the poet, "Science and Art, and Learning pale, all crown my thoughts with flowers." When the tyrant Tempest is going, Winter weds with Spring. The words, literally translated, were these: "The winds roared, and the rains fell, when the poor white man, faint and weary came and sat under our tree." His Excellency the Governor of Ohio will speak. Brother James and Uncle Henry will dine with us at the American Hotel on Tuesday, the 11th of February.

2. To God the Father's throne your highest honors raise;
Glory to God the Son; to God the Spirit praise;
With all our powers Eternal King;
Thy name we sing, while faith adores.

3. If in the darksome wild I stray,
Be Thou my Light, be Thou my Way;
No foes, no violence, I fear,
No harm, while Thou, my God, art near.

4. "O dear Sir," said she, "act nobly." A traveler from the East visited the city of London. Did he visit New York City? Will a Christian labor on New Year's Day? I have read "Prescott's History of Mexico." "Gray's Elegy in a Country Churchyard" is perhaps the finest poem of the kind in the English or any other language. Speak with regard to the Effects of the Reformation.

III. PUNCTUATION MARKS.

THE COMMA [,] marks the smallest division of a sentence, and usually represents the shortest pause.

2. **The Semicolon** [;] separates such parts of a sentence as are somewhat less closely connected than those divided by a comma, and represents a longer pause.

3. **The Colon** [:] separates parts of a sentence less closely connected than those which are divided by a semicolon, and represents a longer pause.

4. **The Period** [.] is placed at the close of a declarative sentence, and usually represents a full stop. It must be used after every abbreviated word; as, Geo. Stevens, Esq.

5. **The Interrogation Point** [?] shows that a question is asked; as, Do you love wild roses?

6. **The Exclamation Point** [!] is placed after words that express surprise, astonishment, admiration, and other strong feelings; as, Alas, my son! that thou shouldst die!"

7. **The Dash** [—] is used when a sentence breaks off abruptly; when there is an unexpected turn in sentiment; and when a long or significant pause is required.

8. **Marks of Parenthesis** ( ) are used when an expression which interrupts the progress of a sentence is introduced; as, I have seen charity (if charity it may be called) insult with an air of pity.

9. **Brackets** [ ] are used to inclose words that explain one or more words of a sentence, or point out a reference; as, Washington [the Father of his Country] read the Bible account of the creation. [See Genesis, chap. i.]

10. **Marks of Quotation** [" "] are used to show that the real or supposed words of an author or speaker are quoted; as, Socrates said, "I believe that the soul is immortal."

Theṣe marks should be omitted when the matter taken iṣ not ḡiven in thē exact wordṣ of thē author; aṣ, Socrateṣ said that he believed in thē immortality of the soul.

11. **The Index, or Hand** [☞], points out à passaġe for special attention; aṣ, "☞ Money loaned here."

12. **An Apostrophe** [ʼ], à mark distiṉḡuished from à comma by being plaçed àbòve the line, denotes thē omission of one or more letterṣ; aṣ, 'Tis, for *it is.* It iṣ also uṣed before *s* in the siṉḡular number, and after *s* in the plural, to indicate possession; aṣ, Cora'ṣ roṣe, boyṣ' hats.

13. **The Caret** [ʌ] iṣ uṣed only in writing, to point to letterṣ or wordṣ above it that were accidentally omitted; aṣ, Let me scrach eyeṣ out.

14. **Marks of Ellipsis** [—— . . . . * * * *] are formed by meanṣ of à long dash, or of à succession of periodṣ or starṣ of various lengths, and are uṣed to indicate thē omission of letterṣ in à word, of wordṣ in à sentençe, or of one or more sentençes; aṣ, Friend C——s iṣ in trouble. "Thou shalt love the Lord thy God with all thy heart, ... and thy neighbor aṣ thyself." "Love suffereth long, and iṣ kind; * * * * Believeth all thingṣ, * * * * endureth all thingṣ."

15. **The Hyphen** [-] iṣ chiefly uṣed to unite the wordṣ of which à compound iṣ formed, when each of them retainṣ its oriġinal accent; aṣ, In'çense-breath'ing morn. It iṣ plaçed after à syllable ending à line, when à word iṣ divided.

16. **The Section** [§] iṣ sometimeṣ uṣed to divide books or chapterṣ into smaller pōrtionṣ.

17. **The Paragraph** [¶] iṣ sometimeṣ uṣed to indicate à paraḡraph, or subdivision, in writing.

18. **Marks of Reference.**—Thē Asterisk, or Star [*], thē Obelisk, or Daḡḡer [†], the Double Daḡḡer [‡], the Section [§], Parallel Lineṣ [‖], and the Paraḡraph [¶],

are used, in the order here presented, when references are made to remarks or notes in the margin, at the bottom of the page, or some other part of the book. Letters and figures are now more generally used for marks of reference.

19. **The Macron, or Long** [¯], is placed over a vowel to mark its first or alphabetic sound; as, Vāle, hē, līe, ōld, ūse.

20. **The Breve, or Short** [˘], is placed over a vowel to mark its second or short sound; as, Hăt, lĕt, ĭt, ŏx, ŭs.

21. **The Diæresis** [¨] is placed over the latter of two vowels to show that they are to be pronounced separately; as, Creätor, aërial.

22. **The Grave Accent** [`] is placed over a single vowel to show that it forms a separate syllable; as, Blessèd, agèd.

Dictation Exercises.

[*Pupils will read the following sentences as a Class Exercise; name the* PUNCTUATION MARKS, *and, as far as possible, assign reasons for their use; and write and punctuate the sentences from Dictation.*]

SOUND, sound the bugle. 'Twas certain he could write, and cipher too. Sin, or mŏral evil, should excite the greatest abhŏrrence. The mind is that which knows, feels, and thinks. Honor, affluence, and pleasure seduce the heart. The poor and rich, and weak and strong, have all one Father. Speak for, not against, these principles. He who teaches, often learns himself. Come hither, Moor. Shame being lŏst, all virtue is lost. Man was created to search for truth, to love the beautiful, to desire what is good, and to do the best. Passion overcomes shame; boldness, fear; and madness, reason.

2. Economy is no disgrace; for it is better to live on a little than to outlive a great deal. Many words are differently spelled in English; as, Inquire, enquire; jail, gaol; skeptic, sceptic. Every one must, of course, think his own opinions right; for, if he thought them wrong, they would be no longer his opinions: but there is a wide difference between regarding ourselves as infallible, and being firmly convinced of the truth of our creed. The discourse consisted of two parts: in the first was shown the necessity of exercise; in the second, its advantages. J. Wm. Webb, jun., was an M.D.

3. Are there not seasons of spring in the mŏral world? and is not the present age one of them? You say you will repent to-mŏrrōw; but are you sure of to-morrow? Alas! those happy days are gone! How beautiful is all this visible world! how beautiful in its action and itself! If you will listen, I will show you—but stop! I am not sure that you wish to know. To pull down the false and to build up the true, and to uphold what there is of truth in the old—let this be our aim. There are times—they ōnly can understand who have known them—when passion is dumb, and purest love reigns.

4. Whether writing prose or verse (for a pŏrtion of the book is in prose), the author knows bŏth what to blot, and when to stop. The căptain had several men died [who died] in the ship. "Know thyself" is a useful precept. To one who said, "I do not believe there is an honest man in the world," another replied, "It is impossible that any one man should know all the world, but quite possible that one may know himself." In the New Testament we have the following words: "Jesus answered the Jews, 'Is it not written in your law—I said, Ye are gods?'" "☞ No swearing will be permitted here."

5. A man's manners often indicate his morals. 'Twas sad by fits, by starts 'twas wild. Men's passions, women's tenderness, and children's joys affect him not. The ox's hide is not good for ladies gloves. Friend P——s has arrived. Remember the sabbath-day, to keep it holy. * * * For in six days the Lord made heaven and earth, . . . and rested the seventh day. What do you say? Oh! now I know; you mean to tell me it is a cold dāy. Why did you not say at once, "It is cold to-day"? There is a mother-heart in all children, as well as a child-heart in all mothers. The Creator formed aërial songsters. That learnèd and agèd man says that bird is stripèd or streakèd.

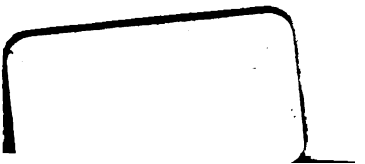
IV. ABBREVIATIONS.

[*After learning the ABBREVIATIONS, pupils will be required to construct Sentences, appropriately using them.*]

A. *or* Ans. Answer.
A. B. *or* B. A. Bachelor of Arts.
Abp. Archbishop.
A. C. *or* B. C. Before Christ.
Acc. *or* Acct. Account.
A. D. In the year of our Lord.
Ala. Alabăma.
A. M. Master of Arts; Before noon; In the year of the world.
Am. Amĕrican; Amos.
Anon. Anonymous.
Apr. April.

Ark. Arkăn'sas.
A. T. Arizō'nȧ Territory.
Att. *or* Atty. Attorney.
Aug. August; Augmentative.
Bbl. Barrel; Barrels.
Bp. Bishop.
B. V. Blessed Virgin.
C. *or* Cent. A hundred.
Cal. California; Calendar.
Capt. Captain.
Cash. Cashier.
C. E. Civil Engineer.
Ch. Church; Chapter; Charles.
Co. Company; County.
Col. Colonel; Colossians.
Coll. College; Collector.
Colo. Colorā'do.
Cong. Congress.
Conn. *or* Ct. Connĕct'ĭcut.
Cr. Credit *or* Creditor.
Cts. Cent *or* Cents.
C., Ct., *or* Cwt. A hundred weight.
D. C. District of Columbia.
D. D. Doctor of Divinity.
Dea. Deacon.
Dec. December; Declension.
Del. Delaware; Delegate.
Dist. District.
Diet. Dictionary.
Do. Ditto; the same.
$ *or* Dolls. Dollars.
Doz. Dozen.
Dr. Debtor; Doctor; Dram.
D. T. Dakō'tah Territory.
E. East; Eastern; Earl.
Ed. Edition; Editor.
E. G. For example.
Eng. England; English.
Esq. or Esqr. Esquire.
Etc. *or* &c. And so fōrth.
Feb. February.
Fig. Figure; Figures.
Flor. *or* Fa. Flōrĭdȧ.
Fr. Frânçe; Françis; French.
Fri. Friday.
F. R. S. Fellow of the Royal Soçiety.
F. S. A. Fellow of the Soçiety of Arts, or of Antiquaries.
Ga. Geôr'gĭȧ.
Gen. General; Genesis.
Gent. Gentleman *or* Gentlemen.
Gov. Governor.
Hhd. Hogshead; Hogsheads.
Hon. Honorable.
H. R. House of Repreşentatives.
H. S. S. Fellow of the Historical Soçiety.
Hund. Hundred; Hundreds.
Ib. *or* Ibid. In the same plaçe.
Id. The same.
I. T. I'dȧho Territory.
I. e. That is.
I. H. S. Jesus Saviour of men.
Ill. Illinois'.
Incog. Unknown.
Ind. Indĭăn'ȧ; In'dĭȧ; Ind'ian.
Ind. T. Indian (ĭnd'yan) Territory.
Inst. Instant—the preşent monṫh.
Int. Interest.
Io. I'owȧ.
Jan. January.
Jun. *or* Jr. Junior.
Kan. Kăn'sas.
Ky. Kentuck'y.
L., l. *or* £. A pound sterling.
La. *or* Lou. Lo*uï*şĭȧ'nȧ.
Lieut. *or* Lt. Lieutenant.
LL.D. Doctor of Laws.
L. S. Plaçe of the Seal.
M. Marquis; M*ōnsiēur'*; Mile; Morning; Noon; Thouşand.
Maj. Major.
Mass. Massachu'setts.
Math. Mathematics.
M. C. Member of Congress.
M. D. Doctor of Physic.
Md. Mā'ryland.

Me. Maine.
Messrs. Gentlemen ; Sirs.
Mich. Mĭch'ĭgan.
Minn. Minnesō'tȧ.
Miss. *or* Mi. Mississĭp'pĭ.
Mo. Missou'rĭ ; Month.
Mon. Monday.
Mr. Master *or* Mister.
Mrs. Mistress (mĭs'sis).
MS. Manuscript.
Mt. Mount *or* Mountain.
M. T. Montȧnȧ Territory.
N. North ; Note ; Number.
N. A. North Amĕrĭcȧ.
N. B. Take Notice.
N. C. North Cărolī'nȧ
N. E. North-East ; New Ĕngland.
Neb. Nebrăskȧ.
Nev. Nevȧ'dȧ.
N. H. New Hampshire.
N. J. New Jĕrsey.
N. M. New Mexĭco.
N. O. New Or'le ans.
Nov. November.
N. S. New Style [since 1752].
N. T. New Testament.
N. Y. New York.
O. Ohio ; Old ; Oxygen.
Oct. October.
On. *or* Or. Or'ĕgon.
O. S. Old Style [before 1752].
O. T. Old Testament.
Oz. Ounce *or* Ounces.
Pa. *or* Penn. Pĕnn'sylvă'nĭȧ.
Ph. D. Doctor of Philosophy.
P. M. Post-Master ; Afternoon.
P. O. Post Office.
Pres. President ; Present.
Prof. Professor.
Pro tem. For the time being.
Prox. (prŏx'i mō) Next month.
P. S. Postscript ; Privy Seal.
Ps. Psälm ; Psälms.
Q. Query ; Question ; Queen.
Qt. Quart ; Quantity.
Rec. Sec. Recording Secretary.
Rep. Representative ; Republic.
Rev. Revelations ; Reverend.
R. I. Rhode Island.
R. R. Railroad ; Right Reverend
Rt. Hon. Right Honorable.
S. Second; Shilling; Sign; South.
S. A. South Amĕrĭcȧ.
Sat. Saturday.
S. C. South Cărolī'nȧ.
Sec. Secretary ; Section.
Sen. Senate ; Senator ; Senior.
Sept. September.
Serj. Serjeant (sär'jent).
Sr. Sir ; Senior ; Strontium.
SS. Namely ; Hälf.
S. S. Sunday School.
Sun. Sunday.
T. Town ; Territory ; Tŏn.
Ten. *or* Tenn. Tĕnnessē'.
Tex. Texas.
Thurs. Thursday.
Tu. *or* Tues. Tuesday.
Ult. (ŭl'ti mō) The last month.
U. S. United States.
U. S. A. United States of Amĕrĭca ; United States Army.
U. T. Utah (yo'tä) Territory.
V. (*Vide.*) See ; Verse.
Va. Vīrgĭn'ĭȧ.
Viz. Namely ; To wit.
Vol. *or* Vols. Volume ; Volumes
Vt. Vermont.
W. West ; Week ; Warden.
Wed. Wednesday.
Wis. Wisconsin.
W. T. Washington Territory.
W. Va. West Vīrgĭn'ĭȧ.
Wy. T. Wyoming Territory.
X. *or* Xt. Christ.
Xm. *or* Xmas. Chrĭstmas.
Yd *or* yd. Yard.
Yds. *or* yds. Yards.



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